



Arlington
Public
Schools



2017 SELF-ASSESSMENT

BALDRIGE EXCELLENCE FRAMEWORK

May 2017

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Superintendent of Schools

GLOSSARY OF TERMS

- 2847**
Phone number of the Information Technology (IT) Help Desk of Arlington Public Schools (APS); used as the title of the Help Desk.
- A2E**
Aspire2Excellence; the academic planning initiative designed to provide families with information as they are planning for their child’s future in APS.
- AASA**
American Association of School Administrators; a professional association for leaders.
- ACG**
Arlington County Government; the county government for Arlington County, Virginia.
- ACI**
Arlington Council on Instruction; a citizen advisory group made up of representatives from each school and certain community organizations.
- ACT**
American College Testing.
- ADA**
Americans with Disabilities Act; a federal law that prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation.
- AEA**
Arlington Education Association; a professional association of APS’s teaching staff
- AETV**
Arlington Educational Television; assists school personnel and students in creating instructional, informational, and promotional video programming.
- AIM**
Arlington Improvement Model; an APS continuous improvement approach built on the Toyota Kata of process improvement.
- AMO**
Federal Annual Measurable Objectives; annual objectives for increasing student achievement with the goal of ensuring that all children have an opportunity to obtain a high-quality education as required under the federal Elementary and Secondary Education Act (ESEA).
- AP**
Advanced Placement; a college-level course taught at a high school with an end-of-course test.
- APs**
Assistant Principals; school administrators who report to the school Principal and perform school administrative functions.
- APQC**
American Productivity & Quality Center; a member-based nonprofit and one of the world’s leading proponents of business bench-marking, best practices, and knowledge management research.
- APS**
Arlington Public Schools; the K–12 public school system serving Arlington County, Virginia; also referred to as “the division” in this application.
- AS**
Department of Administrative Services; the department that provides the oversight and authority for discipline, succession planning, and principal support.
- ASA**
Arlington School Administrators; a professional association of APS’s administrative staff.
- ASBO**
Association for School Business Officials International
- ASQ**
American Society for Quality; a global community of people passionate about quality who use tools, their ideas, and expertise to make our world work better.
- AsstSupt**
Assistant Superintendent; the head of a department.
- ASV**
Assets Survey; a survey used to measure students’ internal strengths and monitor their growth in these key areas over time.
- ATSS**
Arlington Tiered System of Support; a “response to intervention” framework and philosophy that provides resources and supports to help every student reach success in academics and behavior.
- BAC**
Budget Advisory Council; citizen advisory group on the APS budget.
- BPMN**
Business Process Management Notation; a widely used standard for flowcharting processes.

GLOSSARY OF TERMS

CB

County Board; the publicly elected body that provides governance for ACG.

CDL

Commercial Driver's License; required for bus drivers.

CIP

Capital Improvement Plan; the long term plan which guides APS construction projects.

CIPA

Children's Internet Protection Act; a federal law that addresses concerns about children's access to obscene or harmful content over the Internet; CIPA imposes policy and content filtering requirements on schools or libraries that receive discounts for Internet access or internal connections through the federal E-rate program.

CLT

Collaborative Learning Team; a group of teachers and administrators focused on a specific subject or group of students; a component of a Professional Learning Community (PLC).

CoP

Community of Practice; a social learning theory developed by Etienne Wenger.

COPPA

Children's Online Privacy Protection Act; a federal law that protects the privacy of children under 13 years of age.

CoS

Chief of Staff; a member of the Executive Leadership Team who provides direct assistance to the Superintendent.

CSS

Community Satisfaction Survey; a survey of APS's community used to gauge a set of opinions on satisfaction.

CTE

Career and Technology Education; courses focused on career readiness; also an office in the Department of Instruction (DoI).

DACEE

Division Advisory Committee for Educational Excellence.

DLSC

Digital Learning Steering Committee; a group that oversees the deployment of APS's 1:1 initiative and the instructional technology direction of APS.

DoI

Department of Instruction; the department that provides oversight and authority for the development of the curriculum and the implementation and evaluation of the instructional program including the required content and skills that students must learn.

DP

Department Plan; plans developed by departments to focus improvements.

DSSSE

Department of Student Services and Special Education; the department that provides oversight and authority psychological services, 504 services, social services, student records management, counseling services, special education services, school health Services, ATSS and residency.

DW

Data Warehouse; an online tool which houses data from multiple data sources.

EAP

Employee Assistance Program; a joint APS/ACG program that provides assistance to employees and family members who have problems that may affect job performance.

EEOC

Equal Employment Opportunity Commission; the federal commission that is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetic information.

ELC

Executive Leadership Cohort;

ELL

English Language Learner; a student whose first language isn't English and who is not yet proficient in English.

ELT

Executive Leadership Team; the Superintendent's cabinet comprised of the Supt, AsstSupt, and the CoS.

ELP

English Language Proficiency; a measure of English proficiency for ELL students. Sometimes called WIDA.

EMPRB

Emergency Management Plan and Reference Book; a handbook that documents APS's emergency procedures.

GLOSSARY OF TERMS

- EOC**
End of Course; an exam provided at the end of a course to assess mastery of the course content.
- ERO**
Electronic Register Online; a system used to register for and track professional development for APS staff.
- ERP**
Enterprise Resource Planning; an electronic system used to support human resources and finance functions; APS uses Oracle’s ERP system.
- ES**
Elementary School; a school that serves PreK–Grade 5 students.
- ESEA**
Federal Elementary and Secondary Education Act; a federal law that provides funding for primary and secondary education, emphasizes equal access to education, establishes high standards and accountability, and aims to reduce the achievement gaps among students by providing each child with fair and equal opportunities to achieve an exceptional education; the current reauthorization of ESEA is the Every Student Succeeds Act of 2015.
- ESOL/HILT**
English as a Second or Other Language/High Intensity Language Training; a program to teach English to ELL students.
- FACE**
Family and Community Engagement
- F&MS**
Department of Finance and Management Services; the department that provides oversight and authority for budgeting, accounting, accounts payable, and auditing functions for the eight funds managed and operated by APS.
- F&O**
Department of Facilities and Operations; the department that provides the oversight and authority for facilities planning, capital improvement programs, aquatics, building and grounds maintenance, custodial services, energy management, and transportation.
- FERPA**
Family Educational Rights and Privacy Act; a federal law that protects the privacy of student education records.
- FLES**
Foreign Language in Elementary Schools; an APS program that provides Spanish language instruction to APS’s elementary school students.
- FMLA**
Family Medical Leave Act; a federal law that entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with a continuation of group health insurance coverage.
- FSU**
Fall Speak-Up Survey; a national survey of school and home technology use.
- FY**
Fiscal Year; July 1 - June 31
- GED**
Graduation Equivalency Diploma; a program where adult students can earn a General Achievement Adult High School Diploma from Virginia.
- GFOA**
Government Financial Officers Association of the United States and Canada.
- GMU**
George Mason University.
- GPS**
Global Positioning System; a satellite-based navigation system that provides precise location information.
- HBCU**
Historically Black College and University
- HHFKA**
Healthy Hunger Free Kids Act; federal legislation designed to improve student nutrition.
- HR**
Department of Human Resources; the department that provides the oversight and authority for the following: recruitment and selection of staff, classification and reclassification of positions, employee benefits program, licensure of teachers, evaluation of staff, retirement programs, employee recognition program, terminations, board-staff communications program, payroll programs and grievances and discipline problems.
- HS**
High School; a school that serves Grades 9–12 students.
- HSD**
High School Diploma.
- IA**
Interactive Achievement; a system of common formative assessments used to monitor student progress.

GLOSSARY OF TERMS

IAT

Intervention Assistance Team; a group that determines appropriate instructional interventions for students and monitors their effectiveness.

IB

International Baccalaureate; an international diploma program.

IBMYP

International Baccalaureate Middle Years Programme; Grades 6–10 component of the IB Program.

IBPYP

International Baccalaureate Primary Years Programme.

IDEA

Individuals with Disabilities Act; a federal law governing services to students with disabilities.

IEP

Individualized Educational Program; defines the individualized objectives of a child who has been found with a disability; required by IDEA.

INET

Institutional Network; A private fiber-optic network connecting all APS and ACG facilities; used to provide voice, video and data connectivity between buildings.

IRS

Internal Revenue Service; the revenue service of the U.S. federal government.

IS

Department of Information Services; the department that provides oversight and authority for information technology systems, network infrastructure, classroom and productivity technologies, data and reporting, data-based decision making, assessments, Program Evaluations, Information Technology (IT) professional learning, and continuous improvement.

IT

Information Technology.

ITIL

Information Technology Infrastructure Library; a set of practices for IT service management that focuses on aligning IT services with business needs.

KG

Kindergarten

KPI

Key Performance Indicator; a measure used to evaluate the success of an organization, service, or process in meeting desired out-comes.

KWP

Key Work Process.

LCPS

Loudoun County Public Schools; high performing school district in Northern Virginia

LDMSP

Leadership Development Management Succession Plan.

LEED

Leadership in Energy & Environmental Design; a green building certification program that recognizes best-in-class building strategies and practices.

LEP

Limited English Proficiency; the federal identifier for students whose first language isn't English and who are not yet proficient in English.

MCPS

Montgomery County Public Schools; 2010 National Baldrige winning school district.

MS

Middle School; a school that serve Grades 6–8 students.

MSDS

Materials Safety Data Sheets; provides workers and emergency personnel with procedures for handling or working with specific substances in a safe manner.

MVV

Mission, Vision and Core Values

NCES

National Center for Educational Statistics; the primary federal entity for collecting and analyzing data related to education.

NOC

Network Operations Center; a facility for housing servers, routers and other IT infrastructure equipment; the joint APS/ACG NOC is located at the Trades Center.

NOVA

Northern Virginia Community College.

NSLP

National School Lunch Program.

NSPRA

National School Public Relations Association.

GLOSSARY OF TERMS

OSHA

Occupational Safety & Health Administration; a federal organization that was established to ensure safe and healthful working conditions for men and women by setting and enforcing standards, and by providing training, outreach, education, and assistance.

PDO

Professional Development Office.

PDSA

Plan, Do, Study, Act; a widely used continuous improvement approach developed by Dr. W. Edwards Deming.

PEP

Program Evaluation Process.

PIP

Policy Implementation Procedure.

PL

Professional Learning; the advancement of skills or expertise to succeed in a particular profession through continued education; also referred to as professional learning.

PLC

Professional Learning Community; a school-centered continuous improvement approach used to focus on improving student learning outcomes.

PMC

Performance Management Calendar.

PMP®

Project Management Professional; PMP is a registered mark of the Project Management Institute, Inc.

PR

Public Relations.

PreK

PreKindergarten; a developmental program for students who are between two and four years old.

PSAT

Preliminary Scholastic Aptitude Test; a standardized test used to determine eligibility for the National Merit Scholarship. Program.

PTA

Parent-Teacher Association.

RACI

Responsible, Accountable, Consulted and Informed; an approach for assigning various levels of responsibility to tasks.

RFI

Request for Information; a non-decision-making approach used to gain information about specific products or services.

RFP

Request for Proposal; a competitive, decision-making approach used to select a product or service.

RTI

Response to Intervention; a multitier approach to the early identification and support of students with learning and behavior needs.

S&CR

Department of School and Community Relations; the department that provides the oversight and authority for media relations; community outreach; public information; electronic, broadcast, and social media; the Volunteer and Partners in Education Program; and the supervision of AETV, APS's Materials Production Center, and APS's Print Shop.

SAT

Scholastic Aptitude Test; a standardized test widely used for college admissions.

SB

Arlington School Board; the division's governing body; represents the citizens of Arlington, sets policies, appoints and evaluates the Supt, collaborates with other governmental agencies, and acts as a body to ensure the provision of a high-quality public education to Arlington's children.

SBS

Site-Based Survey; a survey of a school community used to gauge a set of opinions on satisfaction.

SIS

Student Information System; an electronic system that houses student records; APS uses Synergy by EduPoint.

SLs

Senior Leaders; the key decision makers of the division; APS's SLs are ELT and Principals.

SLA

Service-Level Agreement; an agreement between a service provider and a customer on the acceptable performance of the service.

SMART

Specific, Measurable, Appropriate, Realistic but Rigorous, and Time Limited; a format used for writing high-quality goals.

SMP

School Management Plan; plans developed by schools to focus improvements.

GLOSSARY OF TERMS

SOA

Service-Oriented Architecture; an approach to building systems and processes that focuses on the inputs and outputs of the components and not on the internal workings of the components.

SOL

Standards of Learning; minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science, and other subjects that are set by the Virginia Board of Education (VBoE); SOL tests in reading, writing, mathematics, science, and history/social science measure the success of students in meeting VBoE's expectations for learning and achievement.

SP

Strategic Plan; provides the areas of focused improvement for APS, key strategies, desired outcomes, and metrics to monitor progress.

SpEd

Special Education; a support program for students with disabilities.

SPP

Strategic Planning Process.

SPQA

U.S. Senate Productivity and Quality Award for Virginia; the Virginia affiliate of the Baldrige Performance Excellence Program.

SROs

School Resource Officers; uniformed police officers specially trained to work proactively with youth.

STARS

Strategic Transformations in the Administrative Resource System; the title of APS's ERP system.

STEM

Science, Technology, Engineering and Mathematics.

Supt

Superintendent; the chief executive officer of APS.

SWOT

Strengths, Weaknesses, Opportunities and Threats; an approach to analyze a project, process or other function.

TA

Teacher Advisor; a small-group setting of students and a teacher used to provide student support.

TCI

Teacher's Council on Instruction; a group of teachers representing all schools.

TDM

Transportation Demand Management; the application of strategies and policies used to reduce the travel demand, or to redistribute this demand in the space, time or modes of travel.

TSIP

Technology Standards for Instructional Personnel; a Virginia certification of competency in instructional technology.

USED

United States Education Department.

VBoE

Virginia Board of Education; sets policies and provides guidance for Virginia's public schools.

VDoE

Virginia Department of Education; the state-level administrative agency for Virginia's public schools.

VOC

Voice of the Customer; the opinions of the users of programs and services.

VPI

Virginia Preschool Initiative; distributes state funds to schools and community-based organizations in order to provide quality preschool programs for at-risk four-year-olds unserved by Head Start.

VSSCS

Virginia Secondary School Climate Survey; a survey required by the State of Virginia to provide schools with information on school climate and safety conditions in order to maintain a safe and orderly school environment conducive to learning.

WABE

Washington Area Boards of Education; a means for area school divisions in the Washington, DC, metropolitan area to share information, study common problems, and enhance cooperation among educational organizations; publishes the WABE Guide, which enables local school systems to learn about each other by reporting comparable information in a standardized format.

WF

Workforce; APS's employees; also referred to as "staff" in the application.

YRBS

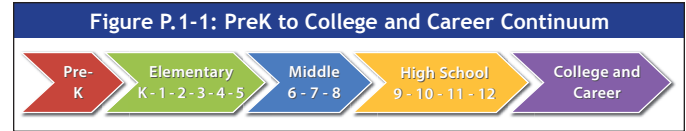
Youth Risk Behavior Surveillance; a Centers for Disease Control and Prevention survey used to monitor six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.

P.1 Organizational Description

Arlington Public Schools (APS) is a PreKindergarten (PreK)–12 public school division located in urban Northern Virginia serving 26,414 students who speak 104 languages. APS serves Arlington County, a 26-square-mile diverse community with both residential and commercial areas, single-family homes, apartments and subsidized housing. Arlington is both the smallest geographic and most highly educated county in the nation, with 72 percent of the adult population holding a bachelor’s degree and 37 percent holding graduate degrees. In addition, 20.8 percent of Arlington households have children under 18 years of age.

P.1a(1) Educational Programs and Services

APS emphasizes the continuum of educational activities that begin before a child enters Kindergarten (KG) and prepares him or her for college or a career based on best instructional practices that focus on the needs of each student (Figure P.1-1). APS staff deliver curriculum through face-to-face instruction (>99 percent) and online courses. The comprehensive schools and programs form the core of APS’s



educational programs and services — more than 95 percent of APS students are enrolled in a comprehensive school or program. Specialized and enrichment programs supplement the comprehensive schools and provide either complete or supplementary instruction to students who need or desire alternative or extended learning opportunities. All schools and programs provide Gifted, Special Education ([SpEd] for students with disabilities [SWD]), English Language Learner ([ELL] for students with limited English proficiency [LEP]) services and opportunities to learn foreign languages through Foreign Language at the Elementary Schools (FLES) at Elementary School (ESs) and multiple options at Middle Schools (MSs) and High Schools (HSs). The Extended Day Program provides before- and after-school care for K–8 students. Breakfast and lunch are provided daily, and transportation services are available for students who do not live in walk zones.

Figure P.1-2: Educational Programs and Services - Schools and Programs

Program	Importance to Organizational Success	Delivery Method
PreK	Provides the development of academic and social skills that is vital in closing developmental gaps	Research-based PreK curriculum; a focus on literacy, math and social-emotional foundations; currently provide a total of 49 preschool classes (Virginia Preschool Initiative (VPI); Montessori; and SpEd
Elementary School (ES) Education (K-5)	Forms the foundation for all subsequent learning and creates an excitement about learning that follows students throughout their lives	A total of 23 comprehensive ESs; neighborhood and choice schools; and county-wide focus schools: International Baccalaureate Primary Years Programme (IBPYP), Montessori, science, Spanish Immersion, modified school year calendar and traditional (single teacher teaching all subject areas in one class)
Middle School (MS) Education (6-8)	Provides challenging instruction and age-appropriate developmental support for early adolescents	A total of five comprehensive MSs and one MS program, with four having a specialized focus: Spanish immersion, arts /technology, student choice and responsibility and the International Baccalaureate (Middle Years Programme [IBMYP])
High School (HS) Education (9-12)	Allows students to maximize their strengths and realize their potential so they may become self-confident, well-rounded, responsible and productive citizens	A total of four comprehensive HSs and four HS programs; all HSs offer an extensive suite of Advanced Placement (AP) courses; students can achieve an International Baccalaureate (IB), Advanced Studies, or Standard Diploma; online and blended instruction through Virtual@APS
Specialized Programs	Meeting the unique needs of every student	Programs providing specialized support: Arlington Mill HS (adult students), Langston (working students), New Directions (students on probation), Arlington Tech (Science, Technology, Engineering and Math [STEM] students)

Figure P.1-3: Educational Programs and Services - Key Instructional Support Services

Program	Importance to Organizational Success	Delivery Method
SpEd	Meeting the unique needs of students with disabilities	A PreK-HS continuum of services provided in the regular education classroom, self-contained classroom, Integration Station (ages 2-4) and Stratford Program (ages 5-22)
ELL	Meeting the unique needs of Limited English Proficiency (LEP) students	Differentiated instruction for LEP students through self-contained classrooms, direct classroom instruction, small-group push-in and pull-out instruction and individual student support
Gifted Services	Meeting the unique needs of gifted students	Differentiated instruction for students identified as gifted through direct classroom instruction, small-group push-in and pull-out instruction and individual student support
Summer School	Academic progress during the summer	Summer school offering at the ES, MS, and HS levels with both multigrade, theme based enrichment programs, remediation classes and individual grade-level or course-specific classes
Food Services	Quality student nutrition	Breakfast program; lunch program
Transportation	Student’s safe, on-time arrival	School bus transportation for students who live outside of walk zones
Extended Day	Childcare for working families	Curriculum supporting before- and after-school care at ESs and MSs

P.1a(2) Vision and Mission

See Figure P.1-4: APS Vision, Mission, Core Values and Strategic Goals and Figure P.1-5: Core Competencies.

P.1a(3) Workforce Profile

Virginia is a “right to work” state, and APS has no formal unions. Associations represent all employee scales (e.g., Arlington School Administrators [ASA] for P-Scale, Arlington Educational Association [AEA] for T-Scale, etc). Figure P.1-6: WF Profile lists the workforce (WF) segments of APS’s approximately 5,000 employees. WF segments directly align with pay scales, and segments are frequently referenced by their scale. Hourly staff represent a large percentage of the WF by the number of individuals; however, a significant portion of hourly “O-Scale” staff work as few as one or two days a year in positions such as substitute teachers and translators.

Changing Virginia teacher endorsement requirements is causing SpEd, English as a Second or Other Language/High-Intensity Language Training (ESOL/HILT) and Career and Technology Education (CTE) teachers and speech pathologists to obtain additional endorsements. Additionally,

maintenance, custodial, aquatics and science teaching staff have special health requirements around the handling of chemicals.

P.1a(4) Assets

APS manages approximately 4.5 million square feet of building space and 400 acres of land that comprise 23 ESs, five comprehensive MSs, three comprehensive HSs, seven secondary school programs and four administrative office buildings. The division recently completed a 20-year project to renovate all schools, including technology infrastructure upgrades, and has transitioned its focus to constructing new schools and additions on existing schools to accommodate projected enrollment growth. APS leases the Phoebe Hall Knipling Outdoor Lab, a 225-acre facility that provides science and outdoor education to the division’s students. APS’s vehicle fleet consists of 295 vehicles — 170 of which are buses, with 50 buses and three MV1 vehicles configured to accommodate students with disabilities.

APS and Arlington County Government (ACG) have a unique joint-use program where certain operations and services are co-located in the same facility. Five school and county recreation facilities, a Network Operations Center (NOC), an Employee Assistance Program (EAP) and vehicle maintenance facilities are co-located. The collaboration on facilities and public services, such as pools (located at comprehensive HSs), fields, theaters, courts and community centers, results in cost savings for Arlington taxpayers and establishes a close tie between the schools and the community. Many school buildings are in use for up to 16 hours per

Figure P.1-4: APS Vision, Mission, Core Values and Strategic Goals

Vision	Arlington Public Schools is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.
Mission	Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.
Core Values	Excellence: APS fosters excellence in our students and staff.
	Integrity: We expect our students and staff to act in an honest, ethical and respectful manner.
	Diversity: We value all students, staff and families in our diverse, inclusive school community.
	Collaboration: We support relationships among students, staff, families and the community that ensure effective communication and promote opportunities to benefit our students.
	Accountability: We take responsibility for our progress through transparent evaluation of student success, staff quality and management of the community’s resources.
	Sustainability: We practice stewardship of economic and environmental resources, meeting out current needs without compromising the ability of future generations to meet their needs.
Strategic Goals	Goal 1: Ensure that Every Student is Challenged and Engaged
	Goal 2: Eliminate Achievement Gaps
	Goal 3: Recruit, Retain and Develop High-Quality Staff
	Goal 4: Provide Optimal Learning Environments
	Goal 5: Meet the Needs of the Whole Child

Figure P.1-6: WF Profile

WF Segment	Pay Scale	% of WF	Educational Requirements
Assistants	A	9.0	HS Diploma (HSD); 60 college credits/Para-Pro test
Food Services	C	1.2	Food service safety certifications
Bus Drivers/Aids	D	2.7	CDL for Drivers
Professional	E	2.9	Bachelor’s/industry certifications
Clerical	G	3.8	HSD; experience preferred
Maintenance	M	4.5	HSD; industry endorsements
Hourly Staff	O	31.8	HSD; various endorsements
Administrators*	P	2.0	Bachelor’s; extensive experience
Teachers	T	38.5	Bachelor’s; endorsements
Extended Day	X	3.6	HSD
Drivers of engagement: High-quality school system; positive work climate; responsive leadership; two-way communications; professional learning; compensation			

* Supervisory staff

Figure P.1-5: Core Competencies

Core Competency	How the Core Competency Supports the APS Mission
Instructional Excellence	All students gain the academic knowledge and skills to succeed in the 21st century through a challenging, engaging and comprehensive education. Students have a passion for learning, are inquisitive and open-minded and become responsible and engaged citizens.
Data-Driven, Process-Centered Continuous Improvement	Staff members depend on the measurement and analysis of performance as indispensable parts of decision making that drive staff to continuously improve all division processes.
Systematic Performance Management	Systematic Performance Management is a regularly scheduled focus, reviewing progress and improving processes and functions to meet or exceed performance targets (Strategic Plan [SP] goals) according to timeline commitments.

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day, offering PreK–12 education during the day and adult education and community activities — including Edu-Futuro, nonprofit activities and church activities — in the evening and on weekends. This level of use is uncommon for a public school system.

A private fiber-optic network, known as the Institutional Network (INET), connects all facilities. The INET is provided at no cost to APS and ACG as part of the cable franchise agreement. APS uses the INET for data, voice and video communications between the schools. The INET has permitted the consolidation of technical resources, resulting in improved efficiencies. A key challenge is the restructuring of the cable franchise agreement resulting in the loss of the INET. APS and ACG are currently collaborating on building ConnectArlington, a county-owned private fiber-optic network designed to replace and expand the INET.

P.1a(5) Regulatory Requirements

As a public school division, APS must meet academic, health and safety, accreditation, certification and financial requirements from numerous local, state and federal agencies. The division must meet all local, state and federal codes that are generally applicable to organizations. Specific regulatory requirements are listed in Figure P.1-7: Regulatory Requirements.

The Virginia Board of Education (VBoE), through the Virginia Department of Education (VDoE) and with the support of the Governor’s Secretary of Education, oversees all public education in the state and establishes requirements for educational programs and the Standards of Learning (SOL). This provides the framework for APS’s delivery of educational programs and services. The Virginia General Assembly’s legislative and budget actions govern VDoE and VBoE. Student progress on the SOLs, measured annually and reported to VDoE, is the metric used to ensure schools make federal Annual Measurable Objectives (AMO) under the federal Elementary and Secondary Education Act (ESEA). SOL results also inform the strategic, department and school management planning processes. All new hires must submit to a background check and fingerprinting; teachers must maintain state-defined certification requirements throughout their tenure; and other support staff members, such as bus drivers and food service managers, must maintain certifications relevant to their roles.

P.1b(1) Organizational Structure

In compliance with the Code of Virginia, a five-member elected School Board (SB), which serves four-year terms with staggered term expirations, governs APS. The board meets bimonthly in public meetings to set APS governing policies. The SB hires the Superintendent (Supt), who reports to the SB. The Supt, Chief of Staff (CoS) and eight Assistant Superintendents (AsstSupts) comprise the Executive Leadership Team (ELT), which is the Supt’s cabinet. ELT members oversee the Departments of Administrative Services (AS), Facilities and Operations (F&O), Finance and Management Services (F&MS), Information Services (IS), Instruction (DoI), Human Resources (HR), School and Community Relations (S&CR) and Student Services and Special Education (DSSSE). Asst-Supts report to the Supt; school Principals report to the Supt and AsstSupt of AS; and teachers report to Principals. The ELT and Principals together form APS’s Senior Leaders (SLs).

Figure P.1-7: Regulatory Requirements

Area	Regulations
Accreditation	Virginia Standards of Accreditation; Virginia Standards of Quality
Academic Achievement	Federal Title I, II and III programs; Elementary and Secondary Education Act (ESEA)
Student Nutrition	Healthy Hunger Free Kids Act (HHFKA)
Before- and After-School Care	Virginia Standards for Licensed Child Day Centers
Student Information Security	Children’s Online Privacy Protection Act (COPPA); Children’s Internet Protection Act (CIPA); Federal Educational Records Protection Act (FERPA); Library of Virginia Records Retention Schedules
SpEd	Individuals with Disabilities Act (IDEA); Section 504
Facilities	ADA; International and Virginia Construction Codes
Employment	Americans with Disabilities Act (ADA); Family and Medical Leave Act (FMLA); Equal Employment Opportunity Commission (EEOC) policies; Fair Labor Standards Act; Worker’s Compensation Act
Financial	State and local tax regulations; Internal Revenue Service (IRS)
Safety	Occupational Safety & Health Administration (OSHA) Virginia School Safety Audit
Non-discrimination	Federal Title IX Educational Amendment

P.1b(2) Students, Other Customers and Stakeholders

APS’s market segment is families of school-aged children who choose to send their children to a public school. Our students are the division’s most important customer group. The division segments students by level and by specific gap groups. APS is a key supplier for local businesses and higher education, making them key stakeholders. The quality of public education is a significant driver in property values, making the community an additional key stakeholder. See Figure P.1-8: Key Stakeholder Groups and Student Segments for a list of all key stakeholder groups and their requirements.

Figure P.1-8: Key Stakeholder Groups and Student Segments

Group		Requirements/Expectation
Customer	Students	High-quality education; positive school climate
	Families	High-quality education; positive school climate; two-way communications
Stakeholder	Community	High-quality education; efficient use of tax dollars; two-way communications
	Local Businesses	Career readiness
	Higher Education	College readiness
Student Segments		
Level Segments: PreK (1,129); ES (12,793); MS (5,468); HS (6,762) Gap Group Segments*: Asian (As) (9.0%); Black (Bl) (10.3%); Hispanic (Hi) (27.9%); White (Wh) (46.9%); Multiple (5.4%); Economically Disadvantaged (EcD) (31.4%); LEP (26.1%); SWD (14.5%)		
* Students of multiple race are not a strategic gap group		

P.1b(3) Suppliers and Partners

Key suppliers are identified based on the criticality of the service to achieving the Strategic Plan (SP) goals in alignment with APS’s Mission. More than 80 percent of APS’s budget is allocated to salaries and benefits, and no specific vendors receive more than 5 percent of APS’s total purchases. The suppliers most essential to the division’s success are the internal programs listed in Figure P.1-2: Educational Programs and Services—Schools and Programs, where each feeder school is the key supplier of the receiving school. Key external vendors who provide mission-critical goods and services are listed in Figure P.1-9: Suppliers.

The collaboration between families and schools is critical to the success of every student. External partners and collaborators are listed in Figure P.1-10: Partners and Collaborators.

P.2a Competitive Environment

P.2a(1) Competitive Position

APS provides all of the public PreK–12 education in Arlington County. According to ACG estimates of Arlington residents, approximately 93 percent of school-aged children living within the county attend one of APS’s K–12 programs; the remainder receive home-school instruction or attend private schools. There are no public/private charter schools in Arlington, and all accredited K–12 private schools are affiliated with a religious organization. The division does not consider these religious affiliated schools as competitors for students because they offer a service that APS is prohibited from providing, religious education. The division’s growth in PreK programs is focused on the division’s supply chain. The purpose is to ensure every child is KG ready regardless of who prepares the child for KG. The

Figure P.1-9: Suppliers

Key Suppliers	Enhancement	Work System Role	Innovation
PreK Program	Close gaps in readiness	KG readiness	PreK for all students (including non-APS providers)
ES Program	Close gaps in readiness	MS readiness	Reading on grade level by 3rd grade
MS Program	Close gaps in readiness	HS readiness	HS credits at MS
HS Program	Close gaps in readiness	College & career readiness	College credits at HS
Textbook and Instructional Materials	High-quality reference materials	Curriculum-matched materials	Corresponding digital resources for all textbooks
Technology	Innovations; cost-effectiveness	Hardware and software	Efficient device management; extending instructional time
Design, Construction & Maintenance	Providing optimal learning environments (natural & artificial lighting, indoor air quality, thermal and acoustic environment)	Architecture; engineering; construction management; construction; maintenance	Leadership in Energy & Environmental Design (LEED) Gold ratings; green power energy; zero-net high energy performance; agile and adaptable spaces and furniture
Transportation	On-board Global Positioning System (GPS) integrated with routing and planning software	Vehicles; fuel; parts; maintenance; software; hardware; equipment	Small buses and specialized vehicles for SpEd students; using GPS integrated tablets to provide routes to drivers and track actual route and arrival times
Food Services	Locally grown options; organic options	Products for meals	Order fill substitution options
Supplier Communication: Regular review of offerings; regular meetings; phone and email discussions			
Supplier Requirements: Meet/exceed bid specifications; on-time delivery; positive resolution of issues			

Figure P.1-10: Partners and Collaborators

Key Partners & Collaborator	Service	Communication	Innovation	Requirements
Families	Volunteers; resources; support; school gardens; outreach	Scheduled, informal, SB meetings; email; backpack mail; School Talk; website; <i>The Citizen</i> ; Naviance; Peachjar	Online first-day packets; online grade reporting; mobile phone emergency communications	Quality education; communications; transparency
Two and Four-Year Colleges	Highly qualified staff; research; Professional Learning (PL); student/teacher placements	Partnerships; email; meeting (scheduled and informal)	Dual-enrolled courses; MS college visits	Prepared students; engaged students
Volunteers & Partnerships	Tutoring; specialized skills	Coordinator outreach; parent communications	Developmental Assets Survey	Making a difference to a child’s education
Advisory Groups	Outside perspective; specialized expertise; community input	Participation in public meetings and monthly meetings; APS website	Alignment with the SP	Being heard; making a difference in specific areas
ACG	School Resource Officers (SROs); nurses; vehicle repair; population growth forecasts	Collaborative project meetings; SB/County Board(CB) meetings	Integrated facilities planning; ConnectArlington	Quality education; value
VDoE	Standards; regulations	Email; conference calls; memos; state website	Online testing; alternative paths to graduation	Compliance
Local Businesses	Internships; advice; resources	Advisory committee meetings	Internships	WF-ready graduates; value

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Figure P.2-1: Strategic Challenges and Advantages

Area	Strategic Challenge	SP Goal	Strategic Advantage
Educational Programs	Providing access and creating opportunities for all students to experience challenging and engaging educational courses, programs and activities	1	Instructional Excellence
Societal Responsibility	Eliminating the achievement gap between and among the different groups of students; providing networks of support services and broad-based partnerships with parents and the community to meet the needs of the whole child	2,5	Systematic Performance Management
Operations	Maximizing the management of resources to provide high-quality, energy-efficient facilities that make optimal learning environments available for all students; enrollment projected to exceed capacity	4	Data-Driven, Process-Centered Continuous Improvement
WF	Recruiting; retaining; and developing high-quality instructional, administrative and support staff	3	

division's primary competition is for highly qualified staff with surrounding districts and businesses. APS also competes with ACG for funding from local property tax revenues and space for facilities.

P.2a(2) Competitiveness Changes

The key element driving competitive changes for APS result from enrollment growth. This growth causes: an increased competition with ACG for tax dollars and space to build new schools; debt-service apportionment with ACG to fund new construction; an increased competition for teachers, both during and outside the normal recruitment cycle; and challenges providing competitive salaries and benefits packages as budget increases focus on hiring additional staff. Other changes include: changes in state requirements for teacher certifications—requiring more dually certified teachers—and the loss of local affordable housing, making it more difficult to attract and retain staff. Each of these changes presents the division with opportunities for innovation, such as looking at alternative types of and locations for schools.

P.2a(3) Comparative Data

APS has selected several state and national benchmark divisions with a similar size, demographics and communities to use in a comparison of a broad array of metrics. Student performance measures given only in Virginia are benchmarked against Loudoun County, the state's second highest-performing district; a state average is also used for reference. For national measures, APS uses Montgomery County, a neighboring 2010 National Baldrige winner, and national averages, when available. For example, the division uses the state SOL scores to measure achievement against other divisions within the state using data provided by VDoE, and it compares graduation rates and dropout rates against national and local rates provided by VDoE and the National Center for Educational Statistics (NCES). The Washington Area Boards of Education (WABE)

provides a wide variety of comparisons against local divisions. APS monitors community satisfaction against national standards annually. Many of the benchmarks set in the SP come from Baldrige award-winning divisions. As one of the top-performing divisions in the country, APS is limited in its ability to find benchmark organizations on certain key metrics. The American Productivity and Quality Council (APQC) is expanding the benchmark data appropriate for school divisions; however, the availability currently remains limited.

P.2b Strategic Context

APS's strategic challenges and advantages, listed in Figure P.2-1: Strategic Challenges and Advantages, were identified as part of the Strategic Planning Process (SPP). APS's strategic challenges form the foundation of the SP goals.

P.2c Performance Improvement

APS uses three variations of Plan, Do, Study, Act (PDSA) as the continuous process improvement approaches of the division's performance improvement system. As part of the Professional Learning Community (PLC) approach to continuous improvement directly focused on student instruction, schools use four essential PLC questions to guide overall improvements:

1. What do we want our students to learn?
2. How will we know if they have learned it?
3. How will we respond if they have not learned?
4. How will we respond if they already know?

Individual teachers use a four-step teaching cycle to guide improvement at the lesson and unit level in alignment with the PLC questions:

1. Plan
2. Teach
3. Assess
4. Reflect

For improvements in key supporting processes provided by the central offices, APS uses the four steps of the Arlington Improvement Model (AIM):

1. Remember the goal
2. Determine the current condition
3. Set the next target condition
4. PDSA to the target condition

The effectiveness of performance improvement efforts is monitored through scorecards at three levels: division, department and school. APS has used Specific, Measurable, Attainable, Rigorous and Relevant and Time-limited (SMART) goals to focus and evaluate school improvements through School Management Plans (SMPs) since 2010. Based on the feedback from the U.S. Senate Productivity and Quality Award for Virginia (SPQA), the division has extended the use of SMART goals to Department Plans (DPs) and key improvement projects in 2014. Figure 1.1-1: APS Aligned and Integrated Management System for Sustainable Performance Excellence shows how the key components of the division's performance improvement system interrelate.

1 Leadership

1.1 Senior Leadership

1.1a Vision and Values

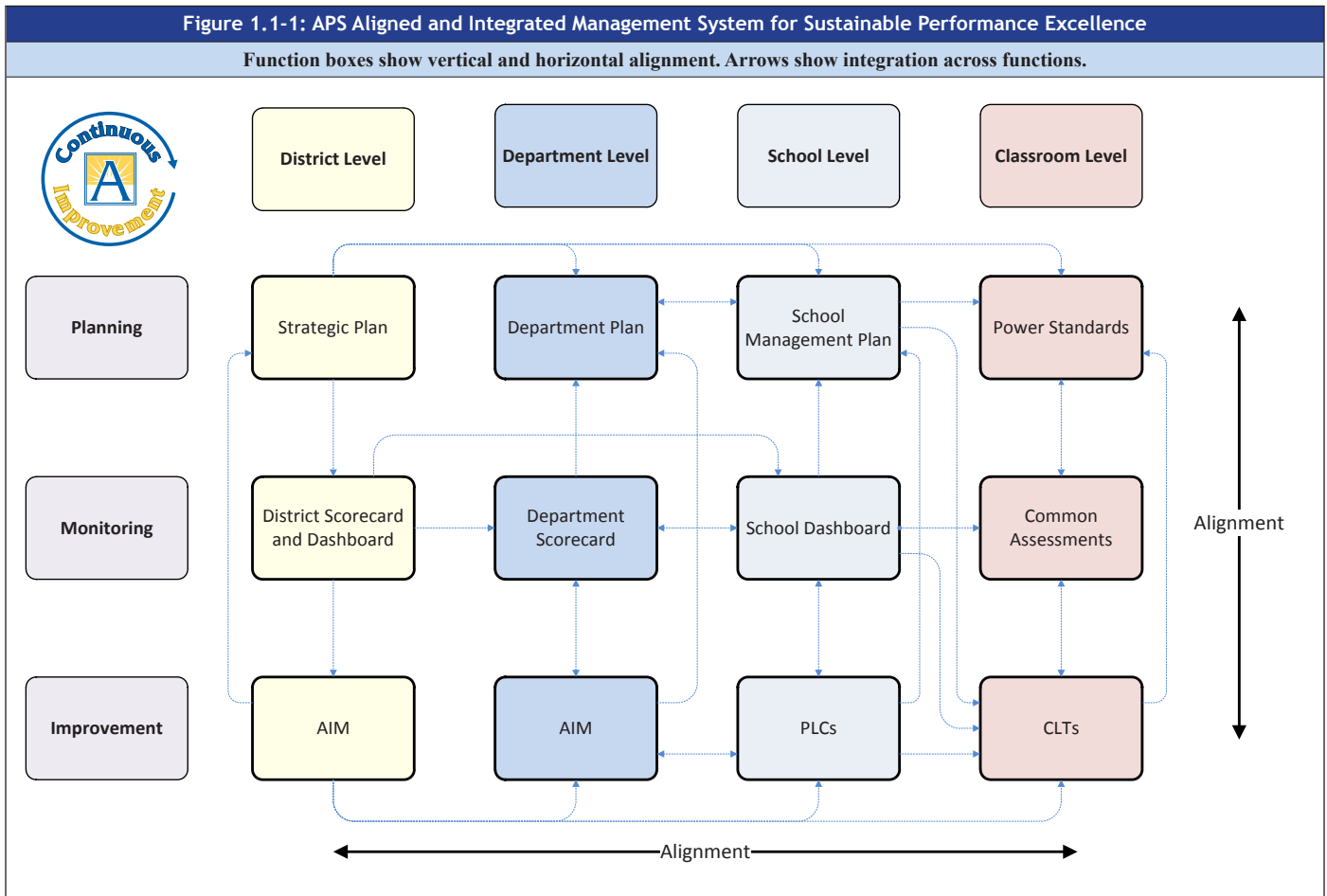
1.1a(1) Setting Vision and Values

APS’s SLs set the vision and Baldrige-aligned values through the SPP, described in 2.1a(1). SLs deploy the Mission, Vision, Core Values, goals and performance expectations through a three-level implementation plan that focuses on the roles of the Arlington SB, ELT and Principals. The SB develops the SP and provides an ongoing reinforcement of APS’s priorities to SLs, families and the community. The ELT improves APS’s central work system through the DP process in order to achieve the SP goals using division-wide indicators. The Principal improves the school’s work system through the SMP and PLC processes using school- and classroom-level indicators to monitor progress. All levels communicate the Mission, Vision, Core Values (MVV) and SP goals to all stakeholders by prominently displaying them in schools, in offices and on the APS website. (See 6.1c for communications with external suppliers.)

The APS Aligned and Integrated Management System for Sustainable Performance Excellence (Figure 1.1-1) shows the alignment and integration of the planning, monitoring and improvement processes across the four organizational levels of APS. This alignment, which SLs are responsible for managing, ensures the focus of improvements across the breadth and depth of APS is on the SP goals and, ultimately, the Mission

and Vision. Within this framework, SLs provide an ongoing focus on the SP goals to staff, suppliers, partners, students, families and other stakeholder groups by embedding them in the organizational culture. Approaches include those described in 3.2: Customer Engagement, 5.2: WF Engagement and 6.1c: Supply Chain Management. Specific examples include placing SP goals on meeting agendas and displaying them in prominent locations, such as the SB’s public meeting room.

In addition, SLs serve as role models, embedding the SP in their daily work. The SB monitors progress on the SP annually through a series of public presentations conducted at board meetings. SLs review and monitor SP Key Performance Indicators (KPIs) as data for each new measure becomes available. The Supt’s data wall displays key areas of focus across the division. Additionally, SLs use the data warehouse and other data sources to perform ongoing “deep digs” into segments and subsegments of the data, relating leading indicator data to the lagging SP indicators. Findings are used to adjust programs and key work processes, and SLs personally monitor these changes for effectiveness and deployment until they become routine. For example, in 2014, as a result of an analysis of reading data both from formative assessments and the SOLs, the SB funded a K–2 Reading Initiative designed to have all students reading at their grade level by Grade 3. In another example of SLs’ personal actions reflecting a commitment to APS values, the AsstSupt of DoI analyzed data, spoke with students’ parents and realized that some students didn’t



have access to libraries during the summer. She instituted the “Traveling Trolley” program, in which an open-air trolley picks students and families up from their neighborhoods and takes them to and from the public libraries during the summer. The program won a 2014 first-place Magna Award from the National School Boards Association and was awarded a \$25K grant in March 2015 to expand to other schools. In February 2015, the SB adopted an amendment to its purchasing resolution, which recognized that purchases are made in alignment with the SP.

1.1a(2) Promoting Legal and Ethical Behavior

To demonstrate their commitment to legal and ethical behavior, the ELT and the SB establish, annually review and update and personally sign the division’s Standards of Conduct (APS’s ethical principles). All SLs maintain high ethical standards and display exemplary professional conduct, acting as role models for all APS staff members in following the Standards of Conduct. To promote an organization that requires legal and ethical behavior, SLs write, review and update the Policies and Policy Implementation Procedures (PIPs), which include, align with and expand upon the Standards of Conduct. Each fall, SLs select areas of focus in the Policies and PIPs, and personally review them with the WF. In 2016, APS improved this process by adding a standing item to discuss the Standards of Conduct with the WF in the fall Policy and PIP review. Attendance is taken at the annual reviews to ensure all employees participate (results available on-site). SLs are directly involved in the investigation and resolution of potential violations of the Standards of Conduct by the WF (see 1.2b(2)). SLs ensure APS conducts scheduled external audits to monitor the effectiveness of APS’s legal and ethical processes by encoding audit requirements in the Policies and PIPs, and monitoring completion of the audits. In 2014, the SB added an internal auditor position to strengthen this process. In the event where an internal or external audit discovers irregularities in legal or ethical behaviors, the Supt assigns a member of the ELT to improve the process that caused the exception and holds him or her accountable for monitoring the effectiveness of the improvement.

1.1b Communication

The Supt has created a multifaceted Communications Plan (Figure 1.1-3) that enhances two-way communication with internal staff and external communities. The Communications Plan works as a method for communicating with the WF about areas of strategic importance as well as for listening to internal and external customer groups. By establishing a unified communication strategy, APS can gain significant efficiencies by communicating with and listening to various stakeholder groups simultaneously. Overall plan effectiveness is measured using the Community Satisfaction Survey (CSS), while deployment is measured using the school-level responses in the Site-Based Survey (SBS).

SLs use the approaches described in Figure 3.2-2: Key Communications Methods to communicate key decisions and needs for organizational change. SLs take a direct role motivating the WF toward student-focused higher performance through a three-stage process. First, SLs personally communicate strategic and operational goals to the WF and other stakeholders (described in Category 2). Second, SLs

Figure 1.1-2: Sustainability and High Performance

APS Core Value	Baldrige Core Values	Key Processes
Excellence	Student-centered excellence; Focus on success; Organizational learning and agility; Managing for innovation; Visionary leadership; Systems perspective	SPP; Department Planning; SMPs; Data Monitoring; PL; AIM
Integrity	Ethics and transparency	Ethics Process; Purchasing Process
Diversity	Valuing people	Hiring Process; Community Engagement
Collaboration	Valuing people	Community Engagement; WF Engagement
Accountability	Delivering value and results; Management by fact	SP Monitoring; Scorecard Monitoring
Sustainability	Societal responsibility	Purchasing; Budgeting; Design and Construction; Succession Planning; Innovation; Facilities Operations

personally monitor and provide WF members feedback on the leading indicator measures of process effectiveness (described in 4.1b and 6.2a). Third, SLs personally evaluate WF members (described in 5.2a(4)), providing feedback to drive organizational excellence. In addition, SLs ensure leadership (including APs and Directors) representation at all major events and awards ceremonies, such as science fairs, staff recognition celebrations, student concerts and graduation ceremonies. Recognition at SB meetings and personal letters from the Supt acknowledge individual accomplishments. Feedback analysis from the SBS and CSS helps to revise communications methods to meet the needs of all stakeholder groups. As a result of training and awareness provided during the 2014 Administrative Conference, APS has a significant and quickly growing Twitter presence maintained by SLs and a variety of staff members. In subsequent years, this has grown to include video messaging using Periscope and Facebook Live. These social media technologies reach out to and engage student and stakeholder groups while providing opportunities for feedback. SLs now use social media to quickly communicate out key operations decisions (such as snow closings) and reminders about events (such as Parent-Teacher Association [PTA] meetings or information nights), and to share great stories as part of APS’s branding process. Indicators such as Facebook likes and Twitter retweets are used to monitor the effectiveness of these communications strategies.

1.1c Mission and Organizational Performance

1.1c(1) Creating an Environment for Success

SLs create an environment for success now and in the future by establishing an organizational culture focused on student success (SP goals 1, 2 and 5), where highly qualified staff (SP goal 3) work in optimal learning environments (SP goal 4). SLs actualize this culture through the acceptable risk-aligned planning processes — responsive to internal and external factors, including changing student and family requirements and demographics, changing instructional and other best practices and changing WF requirements — de-

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Figure 1.1-3: Superintendent's Communication Plan

Strategy	↑↓	SLs	Frequency	Stakeholders	Results
Office Hours	↑↓	SB	Weekly	Families; community members	On-site
Supt's Virtual bookshelf	↓	Supt	Ongoing	Student; families; WF	On-site
Twitter Chats	↑↓	Supt	Monthly	WF	27 year to date (YTD)
Brown-Bag Lunch	↑↓	Supt	Monthly	School WF	2 YTD
School Visits	↑↓	Supt	Weekly	Students; WF	127 in 2015-16
Supt's Academic Planning Day	↑↓	Supt	Annually	Students; families	On-site
Supt's Weekly Voicemail	↓	Supt	Weekly	ELT; Principals	100% complete
Supt's Book Chats	↑↓	Supt	Quarterly	Administrators; teacher leaders	4 YTD
NewsCheck Voicemail	↓	Supt	Biweekly	All APS employees; selected external customers	100% complete
Supt's Executive Advisory Board	↑↓	Supt	Trimesters	Selected community/business leaders	100% complete
Snapshots	↓	Supt	Monthly	All stakeholder segments	On-site
Administrative Council Meetings	↑↓	SLs	Monthly	ELT; Principals; directors; supervisors	100% complete
APs, ES, MS & HS Principals Meetings	↑↓	SLs	Monthly	APs; ES, MS & HS Principals	100% complete
School Talk	↓	SLs	Ongoing	Staff; families; citizens	On-site
Twitter and Facebook Posts	↑↓	SLs	Ongoing	All stakeholder segments	On-site
Staff Meetings	↑↓	SLs	Various	WF	On-site
Information Nights	↑↓	SLs	Various	Families	On-site
Administrative Conference	↑↓	SLs	Annual	SLs; directors	100% complete
LeaderNews	↓	SLs	Weekly	Division leaders	100% complete
Recognition Ceremonies	↓	SLs	Various	Families; students; community; WF; partners	On-site
SB Meetings	↑↓	ELT	Monthly	SB; ELT; community	100% complete
Executive Leadership Team Meetings	↑↓	ELT	Weekly	ELT	100% complete
Good Fellowship Meetings	↑↓	ELT	Quarterly	Central office WF	100% complete
APS Page in <i>The Citizen</i> (ACG Publication)	↓	ELT	5x per year	Community	100% complete
Citizen Advisory Group Meetings	↑↓	ELT	Monthly	Families; community	On-site
Initiative Information Sessions	↑↓	ELT	Various	Families; community; suppliers; partners	On-site
PTA Meetings	↑↓	Prn	Monthly	Families; teachers	On-site
Back-to-School Night	↑↓	Prn	Annual	Families	On-site
SB Meeting Summary	↓	CoS	Biweekly	WF	100% complete
Student Progress Reporting	↓	Prn	Quarterly	Families	100% complete

↑ Communications from Stakeholders to SLs ↓ Communications from SLs to Stakeholders Some strategies only occur from September through June

scribed in Category 2. For example, APS accomplishes its Mission through execution of the SP (long-term directional focus, including areas such as WF and organization learning). The SP is, in turn, focused through the three- to five-year action plan and accomplished through the annual department and school plans (short-term agile focus designed to improve processes [organizational learning] and innovate through new services and programs while balancing the inherent risks of making changes vs. not making changes [intelligent risks]), as described in 2.2a(1). This creates a focus on success by improving organizational performance, which is measured through the scorecards, as illustrated in Figure 1.1-1. In another example of planning, SLs use the enrollment projection process, which forecasts out student enrollment at the division, grade and school levels for 10 years (additional information available on-site) to inform the Capital Improvement Plan (CIP) — a 10-year plan for facility construction and renovation (additional information available on site) that ensures correct building capacity (a component of an optimal learning

environment) as Arlington demographics change.

In another example of SLs planning to create an environment for success, HR has projected that APS, like many other school divisions in the local area, will have a large leadership turnover in the upcoming years due to retirements. To address this, SLs have created the Leadership Development and Management Succession Plan (LDMSMP), an extensive “farm system” to develop future organizational leaders, with each of the WF segments having a path to leadership. See 5.2b for details on the LDMSMP. Within the LDMSMP, SLs play a key role in developing future leaders by serving as mentors for participants in the Aspiring Leaders program and the Supt visits Aspiring Leader's classrooms. SLs also recommend teachers for the Administrative Cohort program, where teachers earn the necessary endorsements to qualify them for an administrative position. See 7.3a(4) for farm system results.

1.1c(2) Focus on Action

SLs use four performance management system documents to create a focus on action. SLs use the SPP and the resulting SP to establish overall direction, with the SP goals providing the areas of focus needed to accomplish APS's Mission. SLs encode the key approaches to improving APS performance in these areas of focus on the strategy map as part of the SPP. SLs use the DPs and SMPs, for which they are held personally accountable, to turn these approaches into action plans for their respective units, focusing on needed actions to improve organizational performance in alignment with the SP. SLs monitor the outcomes of these action plans through the system of scorecards at the division, department and school levels, which have expected levels of performance established through agreed-upon targets. See 2.1a(1) for a more detailed description of the SPP and how it transforms the Mission and Vision of APS into actionable goals while balancing value for students, families and other stakeholder groups. Also, see 2.2a(1) for how DPs and SMPs are developed, including innovative and intelligent risk-taking components of the DP and SMP processes.

SLs schedule systematic performance monitoring and improvement activities using the Performance Management Calendar (PMC) and associated processes and checklists. The ELT breaks down key performance improvement processes into a series of steps and places them on the calendar. The items are then placed on the appropriate meeting agendas for discussion. For example, DPs and department scorecards are reviewed in August, November, February and May, while SMPs and school scorecards are reviewed in November, February and July. Principals meet monthly in their level groups (ES, MS, HS), and the focus of the standing data analysis agenda is scheduled through the PMC. As a result of these reviews, the Principal at Wakefield HS realized there was an opportunity to focus on student dropouts. With the encouragement of the Supt, the Principal established a program where every student who was at risk of dropping out received focused support from a school administrator. One student who was considering dropping out received two personal visits from the Supt as well as regular contacts via phone and email. As a result of these efforts, Wakefield had no student dropouts. In a similar story, the Principal at Washington-Lee HS mentioned to the Supt he was close to having every student graduate with an AP or IB course. The Supt challenged him to make it every student and provided resources for additional support. The Principal formed a special class with additional teachers; to encourage the students, the Supt and SB chair brought them breakfast and spent time with the class. The result was that every Washington-Lee 2014 graduate ended up taking an AP or IB course.

Built into the PMC is a review of the PMC itself, ensuring it undergoes continual updates and improvements. The PMC process went through an AIM cycle of improvement in early 2015, when the responsibility for management of the PMC was assigned to the Chief of Staff, a member of the ELT. The Chief of Staff converted the PMC to a sortable spreadsheet on the shared network drive and began scheduling key performance improvement activities well in advance.

Another key action that focused on the improvement in APS is the increasing use of SMART format goals by SLs.

SMART is a standard for writing high-quality goals. According to the Handbook for SMART School Teams by Anne E. Conzemius and Jan O'Neill, "Because SMART goals provide a basis for assessing progress, and a tool for assuring that team efforts are focused on strategically important targets, they become the engine that drives continuous improvement and learning." The SMART format for goals provides both focus and accountability while setting unique and appropriate time horizons responsive to the specifics of the initiative, thus allowing for agility and flexibility.

1.2 Governance and Societal Responsibilities

1.2a Organizational Governance

1.2a(1) Governance System

The publicly elected SB serves as APS's governance board, setting Policies and providing strategic direction. Federal and state laws and guidelines determine APS's governance system. Relevant laws, regulations, processes and procedures are maintained through the SB's Policies and SLs' PIPs. The ELT and the SB review, revise and update APS's Policies and PIPs in May to respond to any Virginia General Assembly actions as well as in June, as mandated by VDoE.

The Commonwealth of Virginia establishes a suite of programs and services that APS must provide and defines levels at which the services must be delivered. VDoE then holds APS accountable for the delivery of these required programs and services at or above established levels through the accreditation process and standards of quality processes. The Arlington community holds the SB accountable for providing educational services in alignment with its requirements through the election process. The SB holds the Supt responsible for the administration and management of APS schools in accordance with the SP; Policies; PIPs; directions, such as budget direction; and federal and state laws. SB policy states that any delegation of power or duty will not relieve the Supt of responsibility for the delegated action. The SB, the County Board (CB), VBoE and all community stakeholder groups formally and informally monitor the accountability of SLs for organizational actions. Feedback is provided through the multiple listening methods described in Category 3.

The Code of Virginia sets fiscal accountability requirements. The SB and the ELT ensure processes are aligned with these requirements. The SB requires an annual external audit with an accompanying management letter describing the effectiveness of current financial accounting processes and detailed descriptions if any compliance issues surface. In addition, APS has established monthly internal audit procedures for petty cash funds and monitors the collection of student fees. APS's financial system is a component of ACG's financial system, which undergoes an annual external audit. The external audit assures the SB that APS maintains fiscal integrity, while the internal audits assure SB members that all departments and schools maintain fiscal integrity. In September 2014, the SB added an auditor position, overseen by a four-person audit committee. The auditor provides operational, financial and compliance audit services to the SB and the Supt under the direction of the Audit Committee. The payroll office is the first area of the organization to be audited under this new process. Results of the audit are available on-site.

In addition to audits, SB policy requires a comprehensive external evaluation of all schools, departments and instruc-

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tional programs, as described in 2.1a(4). Program Evaluation results are presented to the SB through a public meeting and posted on APS’s website, ensuring accountability to interested stakeholders. SLs use the findings and recommendations to improve services and processes, and guide the organization to achieving the SP goals.

The SB is the ultimate arbitrator and protector of stakeholder interests, including those of students, families, staff and community members. Anyone has the opportunity to speak to the SB at its bimonthly meeting about any non-personnel-related issue and through regularly scheduled open office hours. SLs’ involvement in the process is through consultation and communications. In all cases, the employee(s) or community member(s) directly involved in the incident or issue is a participant in its resolution.

The LDMSP, described in 5.2b(1), manages succession planning for SLs. Transparency in operations is provided to all stakeholders by the communications approaches described in Figure 3.2-2 and Figure 1.1-3, and by the extensive use of APS’s website to post information.

1.2a(2) Performance Evaluation

SLs improve their leadership effectiveness through a formalized process using various sources of feedback and data. In alignment with SB policy, the SB annually evaluates its performance against the National School Boards Association’s eight characteristics of effective school boards. The SB contracts with the former Supt of a Baldrige-winning district to guide the process, and findings are used to establish areas of improvement for the SB and its individual members. The SB formally evaluates the Supt according to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents, published by VDoE. The evaluation includes an annual work plan; a midyear review; and a final, written evaluation based on the seven performance standards, including division-wide student academic success, set by VDoE. The Supt evaluates the ELT members, and the Supt, AsstSupt for AS and the AsstSupt for HR jointly evaluate Principals. All SLs except the Supt are evaluated against seven Administrator Performance Standards using the procedures in the APS Administrator P-Scale Evaluation Handbook (available on-site), summarized in 5.2a(4).

A key component of the evaluation system is the use of data from the department or school scorecard to evaluate each individual SL’s performance. The seventh Administrator Performance Standard is “Student Academic Progress or Program Progress,” which is weighted at 40 percent of the overall performance evaluation and evaluates the leaders’ overall

effectiveness. The measures must align with the SP goals. This standard holds SLs accountable for accomplishing the SP in support of APS’s Mission. Evaluation on the Administrator Performance Standards is used to determine areas of focus in the following year’s evaluation cycle, creating a cycle of leadership improvement in which each SL works to improve his or her ability to excel at the Administrator Performance Standards. APS does not tie compensation to evaluations. Through extensive (8–10 pages) performance evaluations, the Supt provides a personal recognition of high levels of SL performance. The Supt also recognizes SLs’ accomplishments at the Administrative Council meetings, through personal notes and through his weekly voicemail messages.

1.2b Legal and Ethical Behavior

1.2b(1) Legal, Regulatory, and Accreditation Compliance

APS uses its listening and community-involved decision-making processes to anticipate adverse community (which includes public) concern with changes to programs, services and operations, making appropriate adjustments to address these issues. Legal counsel reviews changes to anticipate and address any legal and/or regulatory concerns. For example, advisory groups (Figure 3.1-2) review potential changes such as policy updates, instructional changes and technology initiatives, while special committees, such as the South Arlington Working Group, address areas such as balancing the need for parks with the need for additional seats for students to address growing enrollment. SL analysis of this feedback, combined with current condition assessments in the SP and DP processes, has established four areas of legal, regulatory and accreditation concern (educational, financial, student-data privacy and accreditation), and two risks (high-quality education and the environment).

APS proactively prepares for adverse impacts and concerns by incorporating them into the SP (educational, environmental, financial), Policies and PIPs (student-data privacy, accreditation). The division ensures compliance with its own Policies and PIPs proactively through audits (1.1a(2), 1.2a(1)).

See Figure 1.2-1: Legal, Regulatory, Accreditation Measures and Risks for key processes; measures; and goals for legal, regulatory and accreditation compliance, and for addressing risks associated with APS’s programs and services.

1.2b(2) Ethical Behavior

APS’s Policies and PIPs, including the Standards of Conduct, form the foundation of the division’s ethical system. The Policies and PIPs promote ethical conduct by establishing division procedures that are aligned with the Standards of

Figure 1.2-1: Legal, Regulatory, Accreditation Measures and Risks

Area	Key Compliance Processes	Measures	Risks	Performance Goals	Results
High-Quality Education	Student instruction	Student academic and progress	Dropouts	SP Goals 1 & 2	Figure 2.1-5
Financial	Financial audit	Financial audits results	Misuse of funds	“Unqualified opinion”	7.4a(2)
Student Data Privacy	Records management	FERPA Compliance	Exposure of student data	Compliance	Figure 7.4-5
	Online resource selection	COPPA Compliance		Compliance	Figure 7.4-5
Accreditation	VA accreditation process	% of schools accredited	Perception of quality	100% fully accredited	Figure 7.4-4
Educational	Budget; staffing	Virginia Standards of Quality	Not meeting student needs	Meet/exceed standards	Figure 7.4-5
	SpEd audits	Audits results	Not meeting student needs	100% compliant	On-Site

Conduct. All division processes are required to be in alignment with the Policies and PIPs, deploying ethical behaviors in all interactions through the organization (see 1.2a(2) for SLs’ role in promoting and ensuring ethical behavior in all interactions). The division’s Policies and PIPs provide governance for all areas of the organization, including interactions with the key stakeholder groups identified in Figure P-1-8: Key Stakeholder Groups and Student Segments as well as partners and suppliers. The APS website makes APS’s Policies and PIPs publicly available to all stakeholder groups. Changes in Policies and PIPs are communicated to staff members through LeaderNews, Administrative Council meetings and NewsCheck. As a result of feedback from the employee-scale advisory groups, the Supt now also highlights these changes in his NewsCheck voicemail message. In the event of a potential Standards of Conduct violation, the employee’s supervisor contacts HR for information and guidance. The employee’s supervisor investigates the potential violation and reports the findings and recommended action to HR. HR contacts the employee and considers any written or oral response from the employee in forming a final recommendation. The recommendation is forwarded to the SB for approval. Upon approval, the employee’s supervisor administers the approved disciplinary action. The key steps in the process are: recognize, investigate, act. The key indicator for monitoring ethical behavior is violations of the Standards of Conduct (results in 7.4a(4)).

Although not explicitly listed in the Standards of Conduct, APS also considers staff members who are culturally responsive and stop bullying as ethical issues. The Cultural Competence program helps staff members to become increasingly culturally responsive — a practice that is essential when working with APS’s diverse community — and measures them by using questions in the CSS and SBS. School staff members are provided PL at least annually by the counseling department during staff meetings to recognize the difference between peer conflict and bullying/harassment, and how to developmentally and appropriately address bullying. The key desired outcomes of reduced bullying and the staff’s ability to stop bullying are measured using the CSS, SBS and Youth Risk-Behavior Surveillance (YRBS) questions.

1.2c Societal Responsibilities

1.2c(1) Societal Well-Being

APS considers societal well-being as part of the division’s strategy by incorporating it into the SP. For example, improving on-time graduation rates (economic and social well-being) and increasing developmental assets (social well-being) help to ensure that APS’s graduates will be positive contributors to society. In addition to student outcomes, the SP also includes a focus on environmental outcomes. For example, Strategy D of SP Goal 4 is: “Provide environments that are clean, safe and conducive to learning and that apply best practices for energy efficiency and environmental sustainability.” This is measured in part using the SP KPI of energy usage per square foot.

Societal well-being is also incorporated into daily operations, including school participation in the Plot Against Hunger Program, where student-tended garden plots provide fresh produce to the local food bank, and SB policy and the associated purchasing processes encourage participation from small, women-owned, disabled-veteran-owned and/or minority-owned businesses in competing as vendors.

Figure 1.2-2: Key Community Support

Community	Support
Immigrants	REEP; Dialog with Immigration and Customs Enforcement (ICE); Policies on documentation needed to enroll students
Environment	Green practices
The Underserved	Food assistance; mental health referrals;

1.2c(2) Community Support

SLs’ personal actions actively support and strengthen APS’s key communities (immigrants, environment and the underserved) by participating directly and providing resources that support and strengthen the communities. In 2016, based on feedback from SPQA and Baldrige, SLs participated in an AIM cycle to establish a new process to identify key communities. Each spring, ELT reviews and adjusts the identified key communities using three criteria: alignment with the SP, alignment with APS’s core competencies and the community’s need for support. SLs determine the area of organization involvement based on their role, the interest of their department/school and WF competencies, especially core competencies. A few examples of supports are listed in Figure 1.2-2: Key Community Support, and additional examples are available on-site.

2 Strategy

2.1 Strategy Development

2.1a Strategy Development Process

2.1a(1) Strategic Planning Process

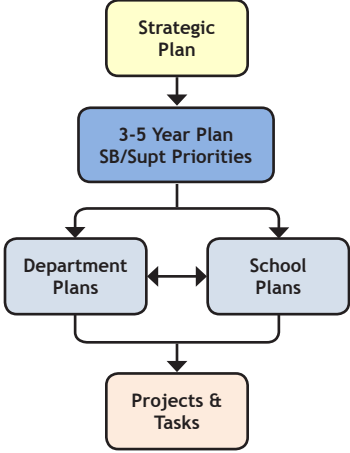
APS conducts strategic planning every five years. Prior methods for SP development resulted in plans that did not provide guidance for all areas of the division. An improved process was used to develop the 2011–17 SP when APS had adopted a stakeholder-driven SPP used by a Baldrige award-winning school division and other school divisions across the nation and the division. The SPP is conducted by a committee of stakeholders who reflect the demographic and geographic diversity of the county, with the Supt and other key staff members serving as staff liaisons to the SP committee. In 2017, APS is conducting another cycle of improvement for the next SP, focused on shortening the cycle time.

The strategic outcome of the SPP is to determine what stakeholders require and expect of students and APS. The strategic issue for APS is to determine where priorities should be placed. Among all the possible actions APS can take to educate students, what are the priorities in the eyes of APS’s stakeholders?

The operational outcome of the SPP is to translate stakeholder expectations and performance requirements into an effective performance management system (see Figure 1.1-1), with the primary focus of meeting and then exceeding stakeholder expectations while creating and balancing value for students, families and other stakeholders. Strategic planning plays a critically important role in the success of APS, but it only affects “the bottom line” if it addresses other organizational components. Figure 2.1-1 shows where strategic planning fits into the larger planning scheme of APS and the key steps for each component of the system. The inclusion into the strategic planning system of the strategy map (Figure 2.1-2) and scorecard processes, developed and validated by Kaplan and Norton, brings another set of strategic planning

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Figure 2.1-1: APS Planning Process

Planning System	Steps	Horizon	Tuning
	<ol style="list-style-type: none"> 1. Conduct Community Outreach 2. Update External Scan 3. Review relevant data 4. Update Long-Term Goals, Strategies, Desired Outcomes, and Indicators 	6 year	Annual
	<ol style="list-style-type: none"> 1. Develop a “vital few” set of priorities 2. Cascade priorities to all levels of the division 3. Align annual budget and resource allocation to priorities 	1 - 5 years	Annual
	<ol style="list-style-type: none"> 1. Update Current Condition 2. Create priority-aligned SMART goals and projects with specific targets and time limits 3. Allocate resources to support SMART goals 4. Develop Project Management Plans 5. Establish SB/Supt approval of SMART goals and Project Management Plans 	1 - 3 years	90 days
	<ol style="list-style-type: none"> 1. Create activity and task list of key actions for completing SMART Goals and projects 2. Monitor and report progress 3. Adjust activities and tasks, as needed 	Various	90 days or less

practices used by high-performing organizations.

The SPP follows the four steps of AIM. First, Remember the Goal by reviewing and revising the division’s MVV. Second, Determine the Current Condition:

Conduct Community Outreach: The SPP involves outreach to community organizations (more than 170 for the current SP); listening to comments from participants at community/staff/student forums (six); a review of the responses to APS’s survey (1,861); and meetings with stakeholder groups, including APS advisory committees/councils/boards, student groups, school PTAs and faculties, civic/neighborhood associations and various interest and advocacy groups (more than 50). The voice of the community is a key source of ideas for transformational change.

Update External Scan: A key document used in the SPP is the External Scan, developed by SLs, which provides the context for the development of the SP and identification of areas for needed transformational change. It scans the educational horizon to see what might potentially impact APS over the next six years. It considers potential trends or events at four levels (local, state, national and international) and covers seven categories (sociodemographic, economics, political/regulatory, technological and scientific, educational, customer/citizen and competition/benchmarks).

Review Relevant Data: The SP committee reviews disaggregated relevant data sources, including student academic and whole-child data as well as division operational data, in order to inform areas of focus, identify appropriate student stakeholder groups and complete its understanding of the current condition of APS.

Third, Set the Next Target Condition:

Update Long-Term Goals, Strategies, Desired Outcomes and Indicators: The SP committee uses findings from the stakeholder input, the External Scan document and APS student performance data to refine APS’s Mission, Vision, Core Values, strategic challenges, strategic advantages and SP goals.

Figure 2.1-2: Strategy Map

Goals	Strategies
1. Challenging and Engaging Instruction	Present high and clear expectations; create engaging and motivating program choices; create challenging, supported and accepting learning environments
2. Eliminating Gaps	Provide equitable educational opportunities; provide effective and dynamic classroom instruction; provide necessary and appropriate student support; provide culturally competent classrooms
3. High Quality Staff	Strengthen recruitment and retention; strengthen professional development and evaluation; strengthen PLCs
4. Optimal Learning Environments	Align resources to student learning expectations; provide infrastructure for learning; improve productivity and manage costs; provide clean, safe, energy-efficient and sustainable learning environments
5. Whole Child	Increase developmental assets in students; strengthen family involvement; strengthen parent, student, staff and community partnerships; promote, support and expect strong relationships with students and parents

SLs then add strategies, desired outcomes and indicators. Where possible, targets for measures are established using the comparable divisions determined by Hanover and from other high-performing divisions, such as Baldrige winners.

Fourth, PDSA to the Next Target Condition through the 3-5 Year Plan, DP and SMP processes, described in 2.2a(1).

In 2015, APS improved the APS Planning Process by introducing an annual SP “tuning” and DP alignment process. The goal of this improvement was to add agility and operational flexibility into the SPP and enhance deployment across the division. The process begins with a work session where stakeholders review relevant data sources, analyzing and updating the current condition for the division and departments. The analysis includes Strengths, Weaknesses, Opportunities and Threats (SWOT) analyses; changes in technologies; changes in stakeholder needs; economic projections; competitive changes; regulation changes; and projections of future performance (including a stoplight analysis of projected performance for each indicator), as appropriate. Based on the changing condition, staff make recommendations for small tuning adjustments to SP strategies, outcomes and indicators,

which are forwarded to the SB for adoption. Departments look for transformational opportunities, developing cross-departmental SMART goals and collaborative projects that leverage the core competencies of each department. The result of this discussion is a mutually agreed-upon prioritization of change initiatives across APS that are reflected in the SMART goals and projects. The timing of the work session aligns with the SB’s adoption of the budget. During the spring and summer of 2017, APS will be going through an additional AIM cycle on the SPP. The key needed improvement is to create an approach to make more significant changes to the SP than permitted by the tuning process introduced in 2015. Details will be available on-site in the fall of 2017.

2.1a(2) Innovation

The SPP stimulates and incorporates innovation by setting high-performance standards in areas of strategic importance requiring innovative leaps to achieve desired outcomes. The innovation process begins when a member of the WF believes that an opportunity for significant improvement through creative approaches, new technologies or benchmarking best practices exists and that the data analysis indicates that prior continuous improvement cycles have not generated sufficient improvements. The owner of the associated program, service or process then begins the research process, leveraging knowledge from the WF (see 4.2b(1)), conversing with subject matter experts and benchmarking against best practices, both inside and outside education. Potential ideas go through the 3-5 Year Plan, DP or SMP processes as appropriate (see 2.2a(1)) to identify which options are intelligent risks and to implement the new approach. The new approach is evaluated for effectiveness using SMART goals in the DPs and SMPs as well as a review of associated data in the division, department and school scorecards and appropriate Core Service metrics. While both large and small innovations follow this basic process, those that align most closely with the SP become the areas of strategic opportunity for APS. Figure 2.1-3: Key Strategic Opportunities lists APS’s current strategic opportunities. The planned improvement to the SPP, introduction of a shorter cycle time, will allow APS to improve incorporation of innovation into the SP. Details about innovation at the SP level will be available on-site in the fall of 2017.

For example, Principals identified some students who were less inclined to continue on to college after graduation, an area of strategic importance to APS. In response, the Supt established a partnership with the president of Northern Virginia Community College (NOVA) that focuses on creating a seamless transition from Grade 12 to the postsecondary classroom. Currently through this partnership, the Supt and the NOVA president direct staff to pilot ways to allow students to exit HS with a NOVA General Education Certificate. The pilots have already identified a challenge of getting teachers who are highly qualified to teach at both the HS and college levels. In response, APS opened Arlington Tech in the fall of 2016. This new STEM focused program is designed to overcome these obstacles, with the goal of creating a path where students graduate HS with an associate degree or work-ready industry certification. In another example, F&O is moving to the “con-

Figure 2.1-3: Key Strategic Opportunities

- Dual enrollment courses (HS and college credit for same course)
- Social media
- STEM
- Personalized Learning
- College/career readiness through the ES, MS, HS supply chain
- Branding for WF recruitment
- HS Redesign
- Whole Child

struction manager at-risk” model for new buildings and major renovations. This model will ensure APS has firm, fixed costs for future construction projects.

2.1a(3) Strategy Considerations

The division, department and school scorecards, in combination with the External Scan, provide the necessary information to make data-based decisions related to ongoing strategic planning. The management and review of data, including risk assessments, follows the APS Comprehensive and Integrated Fact-Based System guidance document (see Section 4.1b). Adjustments are made by SLs through the annual SP tuning process to address strategic challenges/advantages, identify changes in the regulatory environment and ensure sustainable resource availability necessary to successfully execute the SP. The broad community feedback provided through the advisory groups and other listening posts minimizes potential blind spots in the SPP. Figure 2.1-3 identifies the current strategic opportunities for APS.

2.1a(4) Work Systems and Core Competencies

APS defines work systems as sets of interrelated processes. The American Society for Quality (ASQ) statistical system defines this approach as: “Everything we do that determines how well students succeed occurs in a system of interconnected processes. Unacceptable variation exists in all those processes and our key to successfully educate all students and close the achievement gap is to understand and reduce that variation.” The division organizes its work systems based on the core competencies required to meet the desired outcomes of the work system and key stakeholder requirements. SLs have grouped APS’s work processes into three work systems: student instruction, school instructional support and the central office.

The student instruction work system is the facilitation of student learning managed by the classroom teacher(s). The school instructional support work system is the school-based support service for teachers, students and families. The central office work system consists of all division-wide support functions, such as IS, HR and Finance.

As the organization charged with providing free public K–12 education to Arlington residents, the division’s work systems center on providing this service at the highest level possible. The division’s core competencies and key work systems, validated during the SPP, are those that APS considers most essential to support student learning. The student instruction work system, the division’s most critical, relies on all three core competencies, while the other work systems require other competencies that are core to their function but not

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the division’s Mission. APS use a three-tier (student instruction to school instructional support to central office) “internal outsourcing” model for its Key Work Processes (KWP) based on the competencies needed to perform the process. For example, the KWP of student scheduling is not aligned with the competencies required for student instruction, so it is “outsourced” to school instructional support. Similarly, managing the computer network is not aligned with the competencies needed for student instruction or school instructional support, so it is outsourced to the central office work system. For the central office work system, as part of the budgeting process, SLs determine which key processes will be accomplished by the WF and which by external suppliers and partners by performing a cost-benefit analysis based on four primary criteria: APS capacity, APS capability (competencies), supplier quality and core competencies and supplier cost. For example, APS is currently in discussions about outsourcing the printing of report cards, as it does not align with APS’s competencies but is an efficient approach to accommodate the increasing number of report cards due to a growing enrollment.

APS has adopted the Information Technology Infrastructure Library (ITIL) model of service management as the framework for organizing and managing the central office work system. This model breaks work into services; the most essential to achieving organizational objectives are classified as Core Services. APS operationally defines a Core Service as, “a means of bringing value to APS by assisting customers in accomplishing their objectives using a department’s core competencies.” Each Core Service has an assigned “owner” who ensures the service meets customer requirements and improves the service using AIM. Details are available on-site.

A key tool for analyzing the effectiveness and future needs of APS’s work systems is the Program Evaluation Process (PEP). The PEP is a comprehensive review of all instructional programs that is based on a calendar schedule using a combination of internal and external reviews, and it provides the framework for long-term program improvements. The primary objective of the PEP is to maximize each program’s ability to support accomplishing the SP goals. The evaluations can result in a broad range of improvements, such as the identification of needed core competencies, required adjustments to Core Services and improvements to the KWPs. In addition to the PEP for instructional programs, APS also conducts periodic evaluations of support programs. Recent evaluations include: State Efficiency Review (external), SpEd (internal, PEP),

Transportation (external), IS (external), ESOL/HILT (internal, PEP) and Library Services (internal, PEP). In 2015, the PEP was improved in response to inconsistent implementation of recommendations. In the new format, the recommendations are organized into a project plan fully aligned with DP and SMP formats. This will allow for the straightforward integration of recommendations into these plans.

2.1b Strategic Objectives

2.1b(1) Key Strategic Objectives

Figure 2.1-5: SP Goals and Indicators lists the key strategic objectives and associated goals. Six-year targets have been published on APS’s website for each goal, with the annual progress monitoring reported through the division scorecard — also published on APS’s website — and a series of reports to the SB. Planned changes to APS programs to address strategic challenges are listed in Figure 2.1-4: Key Challenges and Resulting Changes in Programs.

2.1b(2) Strategic Objective Considerations

APS’s strategic challenges (P.2b) were identified in the External Scan document and through stakeholder input from forums and surveys as part of the SPP. The identified challenges became the six-year SP goals. Strategies within each goal describe how the SB and SLs create the necessary conditions to address the accomplishment of SP goals and create a sustainable school division. The strategies in the SP leverage and build on the core competencies. Goals 1, 2 and 5 emphasize Educational Excellence. Data-driven continuous improvement and systematic performance management form the foundation of all improvement and sustainability decisions.

The SP goals and multilevel planning horizons in the planning system (Figure 2.1-1: APS Planning Process) ensure that all areas of the organization have opportunities for both incremental improvements as well as innovative leaps, with each department assigned to specific areas of responsibility within the SP. Annual updating of the current condition results in the ongoing refinement of strategic opportunities, strategic challenges and stakeholder requirements. The tuning of the SP ensures it remains responsive to the changing current condition and provides an appropriate balance among varying and potentially competing organizational needs. The annual SB/ Supt priorities balance the varying needs of the stakeholder groups in the creation of action plans to accomplish the SP goals.

Figure 2.1-4: Key Challenges and Resulting Changes in Programs

Challenge	Change
Providing access and creating opportunities for all students to experience challenging and engaging educational courses, programs and activities	Revised math scope and sequence; expanded online offerings; increased AP offerings; FLES; Dual Enrollment
Reducing and finally eliminating the achievement gap between and among different groups of students	Cultural Competence; expanded PreK programs; Minority Achievement program; Personalized learning;
Maximizing the management of resources to provide high-quality, energy-efficient facilities that offer excellent learning environments for all students	Zero-net energy; LEED Gold certifications; agile and adaptable designs for new schools; learning occurring at any time inside, outside and beyond the school; Transportation Demand Management for students and staff
Recruiting; retaining; and developing high-quality instructional, administrative and support staff	Systematic succession planning
Providing networks of support services and broad-based partnerships with families and the community to meet the needs of the whole child	Arlington Tiered System of Support (ATSS); partnership expansion; improved communications (Facebook, Twitter, School Talk); personalized learning



Figure 2.1-5: SP Goals and Indicators

Goal	Key Performance Indicators	Results
Goal One: Ensure Every Student is Challenged and Engaged	APS will provide all students with the knowledge and skills to succeed in the 21st century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.	
	% of students performing proficient or above on SOLs disaggregated by ES, MS and HS, and then by English/Reading, Mathematics, Science, and History/Social Science: 90–95%	Figures 7.1-13, 7.1-14, 7.1-16, 7.1-17, 7.4-14, 7.4-15, 7.4-16, others on-site
	% of students Grades 5, 8 and 11 scoring proficient or above on writing SOL: 90–95%	Figure 7.1-16
	% of graduating seniors completing at least one AP/IB course during HS career: 66% (B)	Figure 7.1-2
	% of graduating seniors earning at least one AP/IB qualifying score during HS career: 50% (B)	Figure 7.1-2
	% of students graduating on time with any diploma: 95% (B)	Figure 7.1-1
	% of students graduating on time who earn an advanced studies diploma: 65% (B)	Figure 7.1-1
	% of graduating seniors taking SAT or ACT during HS career: 70%	Figure 7.1-2
	Mean total SAT score (critical reading + mathematics + writing): 1615 (B)	Figure 7.1-3
	Mean composite ACT score: 23 (B)	Figure 7.1-3
	Percentage of Grade 9–12 students completing at least one dual enrollment course: 6%	Figure 7.1-2
Goal Two: Eliminate Achievement Gaps	All APS students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.	
	SP Goal 2 KPIs are Goal 1 KPIs disaggregated by: Asian, Black, Hispanic, White, EconDis, LEP and SWD. Targets are the same as Goal 1 targets. Results for Goals 1 and 2 are incorporated into the same graphs in Category 7. Goal 2 has two additional KPIs listed below	
	% of KG students previously enrolled in PreK program: 85–90%	Figure 7.1-12
	Gap in % of students identified for gifted services: 0–5%	On-site
Goal Three: Recruit, Retain and Develop High-Quality Staff	APS will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.	
	% of teaching staff who are highly qualified as defined by U.S. Dept. of Education: 97–100%	98% or greater for 8+ years
	Percentage of teaching staff who have attained a master's or doctoral degree: 70%	Figure 7.1-5
	% of all staff who are Asian, Black, Hispanic and White: no targets	6.5, 19.9, 16.5, 56.0 respectively*
	Percentage of professional and support staff who report job satisfaction: 85%	7.3a(2) text
Goal Four: Provide Optimal Learning Environments	APS provides the necessary resources and facilities to sustain excellence. APS designs or redesigns facilities and their grounds to be high-quality, energy-efficient and “green.”	
	% of major construction projects tracking on schedule: 100%	100% for 8+ years
	% of major construction projects tracking within budget: 100%	100% for 8+ years
	Energy usage per square foot at the ES, MS and HS levels (in kBtu/ft ²): 15% reduction from 2009	56, 72 & 65 respectively in 2016*
	% of school-based vs. non-school-based positions: 88–92% (B)	Figure 7.5-2
	% of parents who report that tax dollars are being well spent on schools: 85%	Figure 7.2-2
	Student to Computer Ratio: 1:1	1:1 in the fall of 2017
% uptime for identified technology core services disaggregated by: network infrastructure, instructional applications, communications services, enterprise applications: 95%	Better than 99% for 8+ years, details on-site	
Goal Five: Meet the Needs of the Whole Child	APS will nurture students' intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potential.	
	Average number of developmental assets reported by students in grades 6, 8, 10 and 12: 21–30	25, 21, 19, 19 respectively in 2015*
	% of students and parents who report that student feels safe at school: 90%	Figure 7.1-10
	% of parents satisfied with family involvement and communication efforts: 96% (B)	Figure 7.2-2
	Number of strategic partnerships: 240–250	207 in 2016*
	% of students who report that APS demonstrates culturally competent practices: 80%	77% in 2015*
	% of students who report positive relationships with staff: 75%	71% in 2016*
Numbers at the end of KPIs are targets for 2017. Targets with a (B) are benchmarked against Baldrige award-winning districts. * Data for prior years available on-site		

2.2 Strategy Implementation

SLs turn the SP into action plans for their respective school or department. Figure 2.1-1: APS Planning Process shows how all the components of the system work together to achieve the SP goals. The CIP and Arlington Student Accommodations Plan processes, executed on alternate years and informed by the annual enrollment projections, maintain a 10-year construction and capacity plan for the division.

2.2a Action Plan Development and Deployment

2.2a(1) Action Plan Development

Action plans are developed annually through the DP and SMP processes. Like the SPP, these processes follow the four steps of AIM. First, Remember the Goal: The DP and SMP process begins with a review of the strategy map, focusing the improvements on the SP. Second, Determine the Current Condition by looking at relevant data sources, including scorecards, Core Service metrics and the External Scan. Other key inputs to the current condition are direction from the Supt and SB, feedback from stakeholders, action plans from Program Evaluations and desired changes from service owners. Data analysis determines the gap between current performance and expected performance. Core Service owners identify processes that, if improved, would have the greatest effect on achieving desired outcomes. Third, Set the Next Target Condition by establishing SP-aligned SMART Goals with key milestones to monitor the progress. Fourth, PDSA to the Next Target Condition by assigning an owner who is responsible for accomplishing the SMART goal and who then builds a short-term (typically 90-day) action plan.

Through this process, SLs develop draft versions of plans for their respective units. Draft plans are shared with the Supt, who analyzes them to confirm alignment with the 3-5 Year Plan, annual division priorities and to ensure the improvements will fit together as a holistic system. The plans are collaboratively refined until SLs are satisfied that they will guide APS in the desired direction, creating the conditions necessary to accomplish the goals of the SP. Any planned improvements that have budgetary or staffing implications are added to the list of items for consideration during the APS budget process to ensure they are sustainable (see 2.2a(3)).

In 2014, APS made a significant improvement to the DP planning process, introducing a completely new format aligned with project management best practices. In 2015, the process underwent an AIM cycle and was improved again by establishing a list of annual priorities. In 2016, APS's action planning process underwent a significant redesign to improve transparency and integration. SLs met to group and organize the division's priorities, establishing the 3-5 Year Plan. This plan identifies the key division action plans necessary to accomplish the SP goals and serves as a bridge between the SP, DPs and SMPs, Figure 2.2-1: Aligned Key Action Plans lists the key action plans from the 3-5 Year Plan. Plan details, including a complete schedule as well as the DP and SMPs, are available on-site.

2.2a(2) Action Plan Implementation

In order to ensure the successful deployment of action plans to the WF, key suppliers, partners and collaborators, the plans are shared with the ELT, and the SMPs are posted on the APS website. The plans are implemented using project management best practices. Tasks are assigned to individual WF members who, in turn, may deploy the change to a supplier, partner or collaborator. As part of their evaluation (see 1.2a(2)), SLs submit to the Supt a progress report (departments every 90 days, schools three times a year) on their respective plan. DP progress reports include a stoplight assessment of overall confidence on each SMART goal and milestone, an improvement introduced in 2015. All status reports include accomplishments to date for each SMART goal and specific strategies/activities/tasks that will be taken in the upcoming cycle to achieve the SMART goal. The process was improved in 2015 when APS established the innovative Executive Leadership Cohort (ELC) process (see 6.1d) and again in 2016 by adding an SB-focused stoplight summary report in February and July.

2.2a(3) Resource Allocation

The budget process for APS spans 13 months, from the process review and policy guidance through the distribution of APS's award-winning adopted budget documents. Figure 2.2-2: Annual Budget Cycle shows the process beginning in June, with a debriefing of the most recently completed budget process, to June in the following year, with the distribution of the final adopted budget.

The budget consists of two major areas. The baseline budget funds normal operations and action plans with small budget impacts, and budget requests handle projects and operational changes with larger budget implications. Each year, SLs work to balance the needs of continuing operations with the needs for improvements to meet short- and long-term needs. Approximately 80 percent of APS's budget is used for staffing and related benefits, with the majority of that allocated through the system of Planning Factors, described in 2.2a(4). This design minimizes budgetary risks from action plans that may adversely affect the key instructional processes of APS. Proposed budget changes (new, increase, reduce, eliminate) are gathered and ranked by SLs, with the lowest-ranking items being removed from the list. The process repeats until a final list of changes is established. If efficiencies are found in the baseline budget, resources are reallocated to other areas of the baseline budget to sustainably fund improvements, or they are used to fund one-time special budget requests. This process ensures the allocation of financial resources for the successful

Figure 2.2-1: Key Action Plans

Short- and Longer-term Action Plan	SP Goal Alignment	Status
Increase building capacity to accommodate enrollment growth	Goal 4	●
Increase staff capacity to accommodate enrollment growth	Goal 3	●
Redesign the APS HS experience to align with new Virginia profile of a graduate	Goals 1,2,4,5	●
Enhance instructional supports	Goals 1,2	●
Redesign Professional Learning	Goal 3	●
Implement Personalized Learning	Goals 1,2	●
Implement the Whole Child Framework	Goal 5	●
Technology upgrades	Goal 4	●

completion of the action plan prior to beginning implementation without negatively impacting operations.

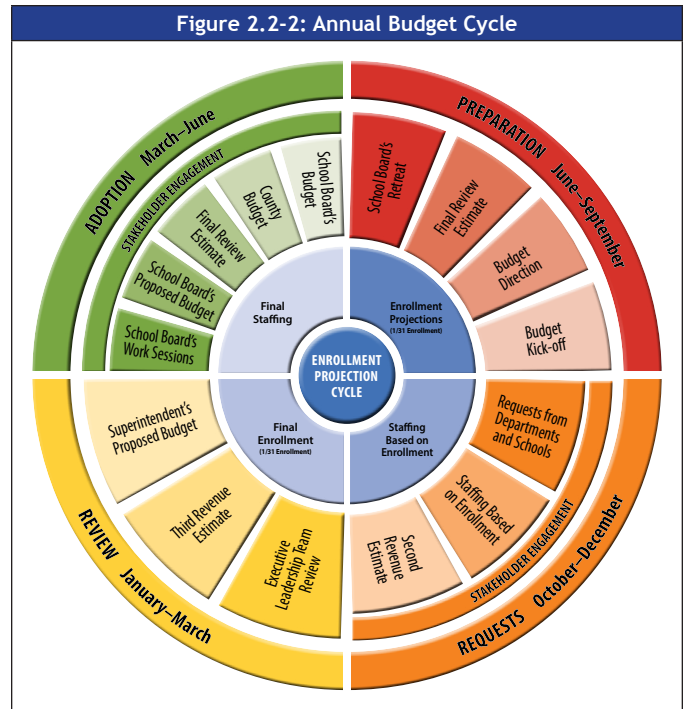
The entire process engages the community and staff. Throughout the fall and early winter, in an effort for APS SLs to actively solicit input from the community and stakeholders, several meetings with both staff and community members take place and an online survey is conducted. The Superintendent’s Proposed Budget is presented to the SB by the Supt in February. The SB then takes public comments and makes final adjustments before adopting the budget in May. The adopted budget reflects a number of the recommendations received through these stakeholder-engagement approaches. For example, the Budget Advisory Council (BAC) report issued in June 2014 recommended adding more detailed information on the impacts of proposed changes in the Fiscal Year (FY) 2016 budget document in order for the SB and the community to better understand the effect on students, staff and achievement in the school system. This recommendation was incorporated into the FY 2016 budget document and resulted in fewer questions about, and greater support for, the proposed changes.

2.2a(4) Workforce Plans

Figure 2.2-3: Key Workforce Plans lists APS’s key WF plans to ensure the division has the right WF skills (capability) in the right quantity (capacity) to address ongoing delivery of high quality services to stakeholders while also addressing changing needs, and their impact on the WF, identified through the SPP and DP process. For example, HR’s current condition analysis of APS and its surrounding area’s WF revealed that a larger-than-normal number of APS leaders will be eligible to retire in the next few years. This, in combination with an anticipated increase in the need for administrators due to enrollment growth, caused HR to work collaboratively with AS to revise and expand APS’s LDMSP, increasing the number of internal candidates available to fill these future openings through expansion of the Aspiring Leaders and Administrative Cohort programs.

2.2a(5) Performance Measures

APS’s KPIs to track the overall effectiveness of action plans are the SP KPIs listed in Figure 2.1-5: SP Goals and Indicators. The SMART goals in the DPs and SMPs have specific measures of success built into the goal. All plans and progress on the performance measures are available on-site. The SMART goals are aligned with SP strategies and outcomes, Core Services, the associated metrics in DPs and with other specified measures in the SMPs. This approach creates the direct alignment of action plan indicators, with organizational priorities reflected



in the SP. Progress on the SMART goals, identified metrics and implementation at the activity level are monitored through the plan-reporting process. Specific measures are available by reviewing the DPs and SMPs.

2.2a(6) Performance Projections

Projected performance for APS’s key long-term performance measures is the targets in the figures and text referenced in Figure 2.1-5: SP Goals and Indicators. Projected performance for short-term planning horizon indicators are shown in Figure 2.2-1: Aligned Key Action Plans. Performance for all action plans are available by reviewing the DPs and SMPs. If SP performance projections against benchmarks (benchmarks are incorporated into the targets) show unacceptable performance, the SB and/or the ELT make it a priority for the upcoming year’s DPs and SMPs through the annual priorities process (see 2.2a(1)). In the event of unacceptable projected performance in the shorter-term DPs and SMPs, the SLs make

Figure 2.2-3: Key Workforce Plans

SP Goal 3: Strategic Objectives	Action Plans	Needs Met
Strengthen recruitment and retention	<ul style="list-style-type: none"> Expand recruiting efforts at historically black colleges and universities Expand college/university partnerships focusing on multiple endorsements Align compensation with competitors 	<ul style="list-style-type: none"> Growing enrollment Staff diversity State endorsement requirements Staffing hard to fill positions WF retention
Strengthen professional development and evaluation	<ul style="list-style-type: none"> Redesign professional learning Continue WF evaluation redesign Expand Assistants to Teachers, Aspiring Leaders and Administrative Cohort programs Expand WF capacity in personalized learning, curriculum, inclusion, culturally responsive pedagogy 	<ul style="list-style-type: none"> Systematic professional learning for all WF members Internally filling leadership positions Continuous improvement of key work (instructional) processes Alignment of evaluation and professional learning WF preparation for changing job requirements
Strengthen professional learning communities	<ul style="list-style-type: none"> Continue PLC professional learning 	<ul style="list-style-type: none"> Continuous improvement of key work (instructional) processes

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adjustments to the strategies and activities through the 90-day monitoring of the revision cycle, described in 2.2a(1).

2.2b Action Plan Modification

The reporting and adjustment cycle for DPs and SMPs and the ELC process builds in the opportunity to systematically modify action plans. At these checkpoints, new SMART goals can be added or removed, or timelines for existing SMART goals can be modified if SLs determine through data analysis that there is a need to adjust priorities. F&MS manages the budget process with the goal of building a budget that is 3–4 percent greater than anticipated expenses. This ensures the availability of financial resources in the event new priorities arise and provides one-time funds for the subsequent budget year. The estimated ability to help APS achieve the SP goals is the basis for authorizing the use of these funds.

3 Customers

3.1 Voice of the Customer

3.1a Listening to Students and Other Customers

3.1a(1) Current Students and Other Customers

APS uses a broad array of approaches to listen to students and other customers, as listed in Figure 3.1-1: Listening to Students and Other Customers. Within this framework, the observation of students to gain immediate and actionable feedback is a critical element of assessing student progress and is a key component of good teaching and good school administration.

Because APS provides services to a broad spectrum of students, APS teachers and school administrators are trained to use developmentally and situationally appropriate qualitative and quantitative methods to observe their students and obtain actionable information. Monitoring daily classroom interactions, checking for understanding and simply observing the students who exhibit engaged behaviors provide immediate actionable information. Teachers use this information to make immediate adjustments in the lesson or activity to improve its effectiveness in alignment with desired outcomes.

School administrators are very visible in their buildings, which allows students to interact with the administrator, demonstrates engagement and permits the administrator to observe and interact with the students in both academic and nonacademic settings. This two-way interaction forms a foundation of relationship building. All schools have a student government, which provides a direct conduit of information from students to school administration.

The Supt’s Communications Plan (Figure 1.1-3) includes opportunities for SLs to share information and collect opinions and perspectives from all stakeholder groups. During each meeting, attendees listen to the stakeholder group to determine levels of satisfaction/dissatisfaction and to clarify where improvements can be made. The Communications Plan is also a relationship development plan that provides division customers the opportunity for direct conversation and interaction with APS leadership. Because frequently scheduled opportunities exist for these exchanges to take place, long-term relationships develop and engender trust as well as create a safe environment in which frank and honest dialogue takes place.

APS also listens to, and builds relationships with, its students and stakeholders through an extensive advisory group structure (Figure 3.1-2), which creates a comprehensive

Figure 3.1-1: Listening to Students and Other Customers	
Segment	Methods for Listening
All	Email; social media; phone calls; comments through the APS website, public and private meetings
PreK Students	School and classroom interactions
ES Students	School and classroom interactions; surveys; student government
MS Students	School and classroom interactions; surveys; student government
HS Students	School and classroom interactions; student advisory group; student government; social media; surveys
Families	Meetings; advisory groups; social media; surveys
Community	Meetings; feedback to SB; social media; surveys
Local Businesses	Partnerships
Higher Education	Partnerships; regular meetings between the Supt and local university presidents
Families of Potential Students	PreK and KG Information Nights; advisory groups; Community methods
Former Students	Social media; CSS
Families of Former Students	Social media; CSS
Students of Competitors	Social media; CSS

Figure 3.1-2: Citizen Advisory Groups	
School Board’s Citizen Advisory Groups:	Advisory Council on Instruction (includes subcommittees for each instructional area such as science, English and mathematics); Arlington SpEd Advisory Committee; School Health Advisory Board; Comprehensive School Health Committee; Budget Advisory Council; Advisory Council on School Facilities and Capital Programs; Building Level Planning Committees; Special Education Parent Resource Center Parent Liaison Group; Arlington Sports Commission Aquatics Committee; Student Advisory Board
Superintendent’s Citizen Advisory Groups:	Superintendent’s Advisory Committee on the Elimination of the Achievement Gap; Superintendent’s Advisory Committee on Sustainability; Superintendent’s Advisory Committee on Technology
Principal’s Citizen Advisory Groups:	PTAs; Building-Level Planning Committees; School Plan Advisory Committees

listening and collaboration approach that covers the breadth of APS’s services. Advisory groups allow all stakeholder groups (student, families, the community, local businesses, higher education) to work directly with SLs and staff members on opportunities to continuously improve APS. For example, the Superintendent’s Advisory Committee on the Elimination of the Achievement Gap reviews progress on the accomplishment of Strategic Plan Goal 2, providing recommendations regarding programs, practices, procedures and policies in support of eliminating the achievement gap. Decision-making actively involves the Arlington community, who expects an open and transparent process that hears and respects all voices. In response to this, special committees consisting of families, citizens, staff and students (where appropriate) have been formed to inform major decisions. These special committees supplement the standing citizen advisory groups, providing additional resources and perspectives. Examples of these project-based committees include: SP Advisory Committee, APS Go (a comprehensive, long-term transportation

demand management plan prompting smart and sustainable choices for staff and students), Dropout Task Force (dropout prevention) and Building-Level Planning Committees (school renovations). The More Seats for More Students program, designed to address APS’s capacity issues, consists of numerous committees, forums and opportunities for two-way communications with students and stakeholders.

APS, especially SLs and S&CR, monitors social media (Twitter, Facebook); local community blogs; newspapers; and news media for compliments, criticisms and questions. For example, through following specific handles and monitoring specific hashtags, SLs and other WF members tailor their Twitter newsfeed to their relevant stakeholder segments. The high level of agility and almost real-time capabilities of Twitter establishes a very short cycle-time approach to listening, and because retweeting requires an action on the part of a Twitter user, the number of retweets forms an effective measure of customer engagement. When a winter-weather decision to stay open upset many families, APS first learned about these concerns through Twitter. The division was able to immediately acknowledge them via Twitter and Facebook, followed up by additional communications approaches to reach a wider audience, such as School Talk and the APS website.

For longer cycle-time feedback, APS uses a variety of scheduled surveys to regularly gather quantitative and longitudinal data on customer satisfaction, dissatisfaction and engagement. The foundations of the survey system are the CSS (division focus) and the SBS (school focus). They contain a broad spectrum of questions, including those that are aligned with the stakeholder requirements/expectations listed in Figure P.1-8: Key Stakeholder Groups and Student Segments, as well as additional questions relating to specific programs and services. The remainder of the surveys listed in Figure 3.1-3: Surveys are focused on targeted areas and groups. The CSS and SBS questions are reviewed and updated annually by SLs, with some questions asked over multiple survey cycles for trend analysis and others asked as point-in-time questions. In response to the Baldrige Feedback Report, APS has added improved questions around employee engagement in the 2016 CSS. A professionally validated statistical sampling of all county population segments and stakeholder groups is selected to receive these surveys. Staff-related questions on the SBS and CSS are validated through standing staff advisory groups, including the scale advisory groups and the Teacher’s Council on Instruction (TCI). Additional surveys target specific programs. After the survey is completed, compiled and analyzed, results are provided to the appropriate groups (programs, schools, departments, etc.) within the organization, disaggregated by stakeholder group, to improve their services. Where possible, APS benchmarks the responses against Baldrige award-winning school divisions and nationally normed results. The CSS and SBS have a number of questions in common, providing annual data on key indicators.

In 2014, APS improved its customer listening process by asking service owners to include customer requirements as a component of the standard APS service documentation. These requirements are used to build the metrics that monitor the value the service provides. Service owners report out on these

Figure 3.1-3: Surveys

Survey	Stakeholder Groups	Years
SBS	ES, MS, HS students; teachers; families	Alternates with CSS*
YRBS	MS & HS students	Every 3 years
Virginia Secondary School Climate Survey (VSSCS)	MS & HS students MS & HS teachers	All
CSS	ES, MS, HS students; families; community; WF	Alternates with SBS
Assets	MS & HS students	Every 3 years
Senior Survey	Seniors	All
Too Smart to Start	ES Students; families of ES students	All
School Health	Families; WF	All

* A SBS is also conducted the first year a school has a new Principal.

metrics quarterly to the department AsstSupt, who includes some of the metrics on the department scorecard provided to the ELT. Metrics are adjusted by service owners based on voice of the customer (VOC) discussions in response to changing customer requirements.

3.1a(2) Potential Students and Other Customers

Because very few families choose to home-school their children and all private schools in Arlington are affiliated with a religious organization, the greatest group of potential students is preschool-aged children who are not attending an APS PreK program. Due to the ages of these potential students, APS listens to their requirements for educational programs and services through their families. In addition to the CSS, APS listens to these potential customers to obtain actionable information by distributing a survey at the February KG Information (approximately 900 in-person attendees and more than 100 live viewers through YouTube™) and PreK Registration (approximately 2,000 attendees) nights. Additionally, parents of current and potential students can join the Early Childhood Advisory Committee to advise the SB on instructional issues related to the division’s PreK–2 grade programs. The committee meets monthly with the division’s coordinator of early childhood programs to provide ongoing feedback and also write an annual report to the SB.

3.1b Determination of Student and Other Customer Satisfaction and Engagement

3.1b(1) Satisfaction, Dissatisfaction and Engagement

The methods for listening to students and other customers, as described in 3.1a(1), provides APS with a broad spectrum of data to determine student and other customer satisfaction, dissatisfaction and engagement levels. Within this listening system, two key instruments are the CSS and SBS. Because the CSS/SBS questions are aligned with stakeholder requirements/expectations, statistically validated and customized for different stakeholder segments, responses to questions in the CSS and SBS provide APS with a valid and reliable source of actionable data to exceed customer expectations through the improvement of programs and services. After

the surveys are conducted, they are analyzed for patterns and trends. Key findings are shared at an ELT meeting, provided to the SB through the Friday Letter and published on the APS website. Principals are provided the SBS results, which are discussed during their annual performance review. ELT members discuss responses to program-specific questions with the appropriate service owner.

In addition to the annual data provided by the CSS and SBS, other listening approaches, listed in Figure 3.1-1: Listening to Students and Other Customers, provide shorter cycle-time feedback to gauge satisfaction, dissatisfaction and engagement. While APS has a long tradition of listening to customer feedback through the multiple listening posts described in 3.1a(1), the new complaint management system described in 3.2b(2) and the expanding use of social media will provide the division with improved data on patterns of satisfaction, dissatisfaction and engagement.

SLs and service owners analyze the complaint and comment or compliment the data, as well as key findings from the CSS and SBS, to guide and inform AIM cycles of improvement. For example, in response to complaint data received about communications related to the Digital Learning initiative through advisory committees, social media, PTAs and numerous other listening posts, APS established a comprehensive Digital Learning Communications Plan. The plan includes the #digitalAPS video showcase series, increased information on the APS website, School Talk communications, suggestions for additional school communications and Twitter chats.

Engaged students like to go to school and graduate on time. Engaged parents collaborate with the WF to continue their child's education at home. Engaged stakeholders actively support communications by retweeting APS stories. The division monitors these characteristics of engagement through the CSS, SBS and Twitter metrics. In addition, APS has identified four leading indicators of student engagement that predict on-time graduation: attendance, course marks (grades), discipline incidents and suspensions. Teachers and administrators monitor these indicators of engagement using reports from the Student Information System (SIS) and Data Warehouse (DW), taking appropriate actions to get students back on track. MS and HS students who reach certain thresholds in these areas are placed on the "Students at Risk" report in the DW (see 4.2a(2)). Principals monitor this list closely and work with the WF to create plans to increase student engagement.

3.1b(2) Satisfaction Relative to Competitors

Because there are no other providers of public K–12 education in Arlington, whenever possible, APS measures its satisfaction relative to competitors using state and national averages, other local public K–12 school divisions and Baldrige award-winning school divisions. Certain satisfaction questions in the CSS and SBS are aligned with publicly available data sources, which provide another source of comparison. A key strategy the division is pursuing is the establishment of data-sharing partnerships with other high-performing organizations; however, at the time of writing, there are no partnerships in place.

3.2 Customer Engagement

3.2 Program and Service Offerings

3.2a(1) Program and Service Offerings

The state of Virginia and the federal government mandate the core of APS's educational programs and services, specifying a minimum set of course and service offerings to ensure every child receives an appropriate education. APS exceeds these minimum standards by expanding program and service offerings through three approaches: using the PEP (see 2.1a(4)) as a holistic analysis of APS's programs, recommendations provided by the citizen advisory groups and staff recommendations as part of APS's planning processes. All of these approaches involve listening to and engaging with customers through the methods described in Figure 3.1-1 to determine student and other customer requirements. Departments are assigned responsibility for implementing the resulting initiatives through the DP process. For example, the World Languages Progressive Planning Model for a K–12 world languages curriculum was the direct result of the World Languages program evaluation, while the provision of math coaches at each elementary school was the result of a Mathematics Advisory Committee and Advisory Council on Instruction recommendations.

The citizen advisory groups (Figure 3.1-2) are a key source of feedback and continuous improvement opportunities for APS's service offerings. The groups that report to the SB, the Supt and the ELT receive annual priorities, which align with SB priorities and the SP. The groups are tasked by their respective sponsors to develop innovative ideas to improve programs and services based on industry best practices, current research and information from other listening methods, such as surveys. The committees develop annual reports of recommendations that are provided to SLs for consideration. For example, an analysis of reading scores by the Arlington Council on Instruction (ACI) and DoI at Grade 3 showed that students who were enrolled in a PreK program performed better than their peers. This was especially true of Economically Disadvantaged and SpEd students. As a result of this analysis, APS expanded its program offerings in the PreK market segment by increasing the number of Virginia Preschool Initiative (VPI), Montessori and PreK SpEd classes.

The SP, DP and SMP development processes (see 2.1a(1) and 2.2a(1)) and the AIM also generate opportunities for program and service improvement. In 2014, a change in federal immigration policy resulted in a large influx of unaccompanied minors with little-to-no English or formal schooling. In response, APS established the Accelerated Literacy program to meet the unique needs of these students.

3.2a(2) Student and Other Customer Support

APS enables students and other customer groups to seek information and support through a wide variety of mechanisms. The division organizes this into two broad categories: instructional support for each student and general support, which encompasses the remainder of APS's services and processes.

For PreK–12 students, high-quality teachers provide instructional support during classroom hours; before school; after school; at lunch; and online using Blackboard, Goo-

gle and social media. Students with identified special needs receive additional support, as documented in their Individualized Education Program (IEP) and 504 plans. Teacher Advisor (TA) groups at MSs provide an additional “significant adult” presence in students’ lives, a key to student success. Resource officers, social workers and counselors work directly with students where legal and social support is necessary. The numerous programs listed in Figure P.1-3 support specific groups of HS students. ELLs transition into the regular classroom through the ESOL/HILT Program. Students at risk receive support through the Intervention Assistance Team (IAT) process. Food and transportation services ensure all students can get to and from school safely and receive nutritious meals. All

Figure 3.2-1: Stakeholder Support

Segment	Key Support Methods
PreK Students	See Figures P.1-2 and P.1-3; teachers; school administrators
K-12 Students	See Figures P.1-2 and P.1-3; teachers; counselors; school administrators; teacher webpages; StudentVue
Families	Teachers; counselors; school administrators; central phone numbers; APS website; APS Handbook; program of studies; SB office hours; language translation; Parent Academy; parent/teacher conferences; ParentVue
Community	Central office main phone number; central phone number for each school; APS website; SB office hours; community outreach
Local Businesses	
Higher Education	Transcripts office; regular meetings between the Supt and local university presidents

students with identified support needs receive expert assistance targeted at their specific requirements. The success of the support approaches is monitored through lagging indicators in the SP and leading indicators, such as grades and attendance on school and department scorecards. The PEP performs a rigorous and comprehensive review of each instructional program, which includes suggestions for improvements and the annual monitoring of progress.

As a result of the Program Evaluations of ESOL/HILT and SpEd, APS is currently building the Arlington Tiered System of Support (ATSS). This system will include comprehensive intervention sequencing, intervention documentation and intervention outcomes. ATSS will allow APS to track longitudinal intervention data for all students while systematically gathering the effectiveness of interventions to inform future decisions.

Overall communications are guided by a set of communications principles and protocols adopted by the SB and the ELT, developed in partnership with Reingold LINK, a nationally recognized communications and stakeholder engagement consulting firm. Principles include providing accurate, timely and appropriate communications; transparency; closing loops through follow-up; and audience-targeted communications methods. Protocols include an overall communications approach for large initiatives, such as boundary changes and a standard communications cycle for ongoing daily communications (available on-site). Specific communications approaches are continuously revised by S&CR using AIM-based VOC data and are benchmarked using the National School Public Relations Association (NSPRA) exemplary model rubric of practice for school districts. See Figure 3.2-2: Key Communi-

cations Methods.

S&CR provides professional learning to APS on the appropriate use of these approaches in alignment with the communications protocols. Every school and department has a designated paid Public Relations (PR) Liaison, who serves as a bridge between the school/department and S&CR, gaining extensive knowledge on communications approaches and helping to apply them at the school/department.

In 2014, S&CR began conducting weekly editorial meetings using data from customer listening methods and key messages from SLs to construct a comprehensive and dynamic Communications Plan. As a result of the innovative communications approaches used by S&CR, the Director of Communications was asked to present at the NSPRA conference to share innovative practices employed by APS to engage the community.

APS analyzes the data from the listening methods described in Figure 3.1-1 by segment to determine current and potential future support requirements. The CSS and SBS provide annual standardized metrics on satisfaction with overall communications. Based on these listening methods, APS significantly redesigned its academic planning process. Families told APS that they didn’t understand how the classes that students took at specific ages or key indicators, such as reading levels, would impact the students’ college and career readiness. In response to this, APS has developed *Aspire-2Excellence (A2E)*. A2E is the academic planning initiative designed to provide families with information as they are planning for their child’s future in APS and forms the foundation of APS’s supply chain (see 6.1c). A2E underscores the importance of every student taking rigorous courses, meeting rigorous graduation requirements and developing as a whole child in order to be ready for life after HS. The program helps families to seek information about how their child is progressing academically and to project their child’s future performance based on current coursework. A2E also helps division staff project future performance of students, guiding recommendations on placements, course selection and recommendations to families. On March 31, 2015, VDoE recognized APS’s A2E initiative in its “Stories From Around the State” series on Virginia innovations in education.

3.2a(3) Student and Other Customer Segmentation

Student and other customer segments, listed in Figure P.1-8: Key Stakeholder Groups and Student Segments, were identified through data-driven decisions as part of the SPP described in 2.1a(1). The identification is based on an analysis of APS data, the perspectives of a wide variety of stakeholders and the External Scan. For example, the research and APS data showed that students who attend a PreK program are more likely to be ready for KG (see 6.1c Supply-Chain Management for details). Although APS does not intend to increase PreK participation by taking students from other PreK providers, the analysis created a market segment of Arlington children, ages 3–4, who are not enrolled in a PreK program. Additionally, research and analysis of APS data showed that certain groups of students have specialized requirements to graduate college and be career ready. This, in combination with data segmentation needed to conduct mandatory state and federal reporting, established the division’s student segmentation.

Although APS does not purposefully compete for students

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Figure 3.2-2: Key Communications Methods

Platform	Tool	Appropriate Use	Audience
Social Media	Facebook; Twitter; Instagram; YouTube™; Periscope ↑↓	Foster online engagement by sharing school and APS activities and positive news; provide immediate, responsive and transparent emergency operations updates; respond to inquiries	Community; families; staff; students
Electronic /Online	School Talk ↓	Share school community and APS news; provide emergency operations updates	WF and families
	Newscheck ↓	Share employee-related news, activities, and announcements	WF
	APS website; mobile app ↑↓	Make APS information available to all stakeholders in a single, central location; respond to comments	Community; families; WF; students; suppliers; partners
	Email; phone ↑↓	Host two-way communications on specific topics	Families; WF, students; suppliers; partners
Print	Peachjar	Share school community, county, nonprofit and APS news	Families
	Backpack mail ↑↓	Collect and verify student-related information; share school community, county, nonprofit and APS news	Families
	Publications ↓	Promote APS initiatives; share policy information	Community; families; WF
Broadcast	Infographics ↓	Promotion of APS data	Community; families; WF
	Streaming ↓	Share news and information on high-profile initiatives; broadcast live events	Community; families; WF; students
Media	TV channels ↓	Broadcast educational programs and activities; broadcast live events	Community; families; WF; students
	TV; radio; print news ↓	Share important news stories for mass media republication; respond to media inquiries	Community; families; WF; students
Face 2 Face	Information ↑↓ sessions	Provide information about APS programs and services	Families; community
	Special events ↑↓	Recognize achievements; celebrates milestones; reward partners	Community; families; WF; students
	Meetings ↑↓	Host two-way dialogs on specific topics	Community; families; WF; students; suppliers; partners

Note: School Talk is an email news subscriber service; *Newscheck* is the employee newsletter; Backpack mail is print materials sent home with students.

in order to gain market share and does not consider growth an objective, the division does analyze the U.S. Census information vs. the division's enrollment to understand the percentage of Arlington school-aged children who attend APS. Figure 7.5-5 shows that over the past 10 years, APS steadily captured an increasing percentage of school-aged children. As of 2015, the division had essentially captured the entire Arlington K-12 market.

3.2b Student and Other Customer Relationships 3.2b(1) Relationship Management

APS uses a progressive relationship management model with our students and families, based on their requirements, to build student engagement while changing the role of families from customers to partners as we collectively make APS's students college and career ready. At the PreK and ES levels, engagement is fostered primarily by the establishment of personal relationships between the student and family with the teachers, school administrators and other staff members. APS teachers use the Responsive Classroom Model, a research-validated best practice for building student engagement with our PreK- and ES-aged student customers. Relationships with families are also built using personal interactions, such as regularly scheduled meetings (orientations, Back to School Night, PTA, parent/teacher conferences, advisory committees); informal meetings, such as greeting families when they drop off and pick up their children; and regular communications using Backpack mail, School Talk and social media. Families received report cards four times a year to monitor student progress. For MS students, personal relationships remain the

key approach, while families expect increased information around student progress as students gain autonomy. APS uses the Middle School Model, a research-validated best practice for building relationships with students in Grades 6-8. In addition to regularly scheduled meetings and communications approaches provided to ES families, MS families receive four report cards and four progress reports, and can access student academic progress through the Parents Access Center, which provides nearly real-time information on their child's progress on assessments and assignments. Establishing a personal relationship with a staff member remains a key component of the HS student relationship management process; however, HS students self-select these individuals, and counselors monitor that they have established at least one relationship. To facilitate this, each HS student has a period of time when they are with a teacher in a nonacademic setting. By the HS level, the relationship process with families completes its transition from primarily personal relationships to mostly informational. Schools hold orientations and Back to School Nights, have PTAs and provide progress through report cards and Parent View. However, parent/teacher conferences are only scheduled when needed, while information on the school's website increases. These foundations are supplemented by supports that target specific groups. For example, the diverse set of program offerings, such as Immersion and IB, provides opportunities to tailor educational environments to specific student areas of interest; supports positions, such as Minority Achievement Coordinators and Gifted Resource Teachers; and supports specific student populations. The new Family and Community Engagement (FACE) coordinator, a position established in FY16 at

Figure 3.2-3: Building Student and Customer Relationships

Segment	Methods to Build Relationships (in addition to communications methods in Figures 1.1-3, 3.1-1 and 3.1-2)
PreK Students	Highly qualified teachers
K–12 Students	Highly qualified teachers; assigned counselors; homeroom teachers/teacher advisor (TAs); after-school clubs and sports
Families	Language line; high-quality administrators; parent portal
Community	Language line; dashboard; feedback to SB; <i>The Citizen</i>
Local Businesses	Partnerships; internships
Higher Education	Partnerships

the direction of the SB, provides oversight of the relationship management process with families and the community. See 3.1b(1) for key indicators of the effectiveness of the student and other customer engagement process.

The student and family relationship management process is supported through branding. The APS brand is one of the organization’s greatest assets. In addition to improving engagement, the APS brand helps the division attract families of preschool-aged children who do not have children receiving services from APS as well as compete for highly qualified staff, local revenue and space. The APS brand motivates people to want to send their children to APS, apply for highly sought positions within APS and encourage local taxpayers to provide the resources necessary to ensure every student receives an excellent education. Positive brand association also encourages our students and families to be promoters of APS in their conversations.

Branding in APS occurs at three levels: division, school/department and project. At the division level, APS’s logo is used on all official publications, and staff members mention APS prominently when speaking at conferences across the country. Good news about APS is published through press releases, Twitter, Facebook, YouTube™, Instagram, APS’s website, Arlington Educational Television (AETV) and other targeted methods. Schools create their own subbrands, taking great pride in their school mascots, colors, Twitter handles and school songs. The school identity helps students and families to establish tight bonds with “their” school. Department logos and the department Core Services create a sense of identity. Projects are branded with logos, taglines and specific Communications Plans that create a unique identity.

S&CR oversees all branding and actively monitors effectiveness using VOC data. When brands are considered underperformed, they work with the department, school or project to improve the brand image. For example, data showed that recruitment efforts might not meet expected needs. The recruitment process was rebranded as Careers@APS with an eye-catching logo, new webpage, recruitment videos and a completely new Communications Plan. The result was an increase in the size and quality of the applicant pool.

The APS Relationship Management Process combines high-quality education and branding with high-quality engagement with APS’s stakeholder groups based on open, two-way lateral and vertical communications (Figures 1.1-3, 3.1-1 and

3.1-2). Families hear about the quality of the school system from friends and neighbors and by tuning in to APS’s communications methods. By providing a quality PreK program, participating families become aware of the quality K–12 educational opportunities APS provides as well as preparing students and families for a successful ES experience. Ongoing engagement efforts focused on quality education, branding and two-way communications keep stakeholders engaged while the students are enrolled in APS K–12 programs. The division builds on this by being responsive to parent and student requests and by providing APS families numerous choices for their educational experience (Figures P.1-2 and P.1-3). Overall engagement efforts are monitored via the CSS and SBS.

3.2b(2) Complaint Management

Effective complaint management is a critical success factor in building relationships and is core to the Relationship Management Process, which ensures that the first point of contact is responsible for complaint prevention and resolution. APS encourages its employees to resolve stakeholder issues promptly, at the moment they become evident; almost all stakeholder issues result in a successful resolution at the building level. With this approach, APS maintains high levels of loyalty and stakeholder confidence by eliminating the need to escalate issues to higher levels in the organization.

Of the few complaints that escalate to SLs, the goal remains constant — the recovery of stakeholder loyalty, confidence and satisfaction. In response to the 2014 SPQA feedback report, APS is in the early stages of deployment of a process for monitoring and responding to complaints. In this new process, when the SB or Supt receive a complaint, compliment or comment from a stakeholder, it is entered into a central database. The CoS assigns an issue owner to each complaint. The issue owner enters into a two-way dialogue with the individual who raised the issue, developing a mutual understanding and establishing a resolution plan. The issue owner then executes the plan according to established response times. Five business days after plan completion, the issue owner checks to confirm that the resolution remains satisfactory. The Supt monitors open issues through a standing ELT agenda item. If a complaint resolution does not result from the issue management process, dissatisfied stakeholders can ask to speak to an SB member during their office hours.

APS considers complaints a key informational source for customer requirements and APS’s progress on meeting those requirements. Staff members monitor complaints for opportunities to improve processes and can initiate a process improvement cycle whenever they see a need. For example, APS’s attendance zone boundary process has always been very inclusive, with stakeholders providing extensive input — yet the stakeholders were still displeased with the outcomes. Based on the feedback, APS has improved its school boundary process by continuing the inclusiveness while expanding the communications about the need to make changes and extending out the implementation date. APS also developed an online boundary tool to help stakeholders identify solutions. This resulted in a shift in the conversations from “should we make changes” to “what is the best way to make changes,” and it gave families significant prior notice of any changes that may directly impact them.

4 Measurement, Analysis and Knowledge Management

4.1 Measurement, Analysis and Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) Performance Measures

SLs create a sustainable school division and promote high performance through the development and periodic review of three interrelated scorecards (division, department and school), part of the system for data-based decision-making. The data that populates each of these scorecards is valid, reliable and cleansed so it can be trusted when making critical decisions about current performance and the possibility of improving efficiency and effectiveness.

The KPIs found in the SP, which are listed in Figure 2.1-5: SP Goals and Indicators, are the division's key performance indicators. These KPIs direct the collection of data and the method of reporting at each level. Figure 1.1-1: APS Aligned and Integrated Management System for Sustainable Performance Excellence shows how these tracking systems interrelate. APS measures the division as a whole, with annually updated lagging data on the achievement of the SP goals. Departments and schools are responsible for specific strategies within the SP goals, which they must monitor for progress using both leading and lagging indicator data. Progress on these goals is monitored through the DP and SMP SMART goals as well as the completion of the activities in the plans.

The process for selecting, collecting, aligning and integrating a unified set of school leading indicators, which track a school's daily operations, is in active improvement. Traditionally, SLs have identified indicators based on research and experience, which monitor student progress. Data was collected through a series of disconnected databases but was not integrated. An improvement in 2016 integrated these indicators into the DW and aligned them with an Assessment Checklist (Figure 4.1-1) developed by the Data Quality Campaign. These indicators, updated weekly in the DW and reviewed twice a year through "Data Quick Checks" and at least monthly (and usually much more often) by school administrators and the school data teams, are the key metrics of the division's supply chain (see 6.2c) and form the school scorecards. The next cycle of improvement will be to data-mine APS's historical records to validate and refine the current list of indicators and then expand A2E to include the key leading indicators at the PreK, ES, MS and HS levels, which are accurately predictive of college and career readiness.

For the central office work system, leading indicators are established by the Core Service owners, with each service being monitored using its stakeholder-requirements-aligned metrics. Department leadership monitors the department scorecard, which consists of the Core Service metrics considered to be the most important at the conclusion of each 90-day cycle and the number of processes improved by the department (AIM cycles).

At the classroom level, Collaborative Learning Teams (CLTs) identify key leading indicator data that are applicable to their unique student population. These indicators, aligned with each school's SMP goals and school scorecard measures, are verified through scheduled conversations with Principals

Figure 4.1-1: Assessment Checklist

Audience	Diagnostic Reports	Early Warning Reports	Growth Reports
Teachers	✓	✓	✓
School Counselors	✓	✓	✓
School Administrators	✓	✓	✓
District Administrators	✓	✓	✓
Families	N/A	✓	✓
School Board	N/A	✓	✓

who, in turn, validate them with SLs, curriculum supervisors and appropriate Core Service owners.

Teachers, school administrators and school support staff monitor these indicators and individual classroom indicators (e.g., homework completion, performance on tests, writing quality measures using rubrics) to develop a comprehensive understanding of each student's progress toward agreed-upon goals.

4.1a(2) Comparative Data

APS has selected several state and national benchmark divisions with similar size, demographics and communities to compare a broad array of metrics (see P.2a(3) for specific examples). APS strives to benchmark itself against best-in-class organizations based on data availability. For example, APS benchmarks the SAT, AP/IB and ACT scores; job satisfaction levels; and the percentage of school-based vs. non-school-based positions against Baldrige award-winning divisions. SP targets are set using Community Consolidated School District 15 (2003 winner) results; comparisons are also given against Montgomery County (MCPS) (2010 winner). The comparison process was improved in 2015 by establishing a systematic approach for comparisons where Baldrige award-winning division data are not available, such as SOL pass rates. For these measures, APS now annually selects the highest-performing district from the list of comparable districts identified by Hanover based on overall SOL pass rates for the past three years. In the spring of 2016, this district was Loudoun County Public Schools (LCPS).

4.1a(3) Student and Other Customer Data

APS selects voice of customer data to build a more student-focused culture and support fact-based decision making using customer segment and purpose aligned criteria. The criteria center on: 1) understanding stakeholder priorities and 2) measuring the division's success in accomplishing the priorities. This operates in a feedback cycle with the VOC approaches described in Category 3.1 and provides a key source of knowledge for division's performance analysis process describe in 4.1b. For example, the SPP VOC sub-process (understanding priorities) identified a stakeholder priority to improve culturally competent practices. To monitor success in meeting this priority, the division added questions to the CSS/SBS to gather VOC data from WF, student and family segments. The responses to the questions serve as a data source for one of the SP indicators. Additional examples that follow this cycle include annual processes such as the budget process

and calendar process, improvement processes such as the PEP, and project specific processes such as boundary change process or the process of opening a new building.

The division selects market data based on the availability of comparative informational sources. For example, APS uses publicly available US Census and school enrollment data to monitor our overall capture rate of the Arlington K-12 market (93% in 2015) which can be compared to the capture rate of other divisions (87% for Montgomery County in 2015). Other publicly available data include bond pass rates. APS would like to compare data on competition for teachers, however the data is not publicly available surrounding divisions have been reluctant to provide APS with data on the key indicator for competition, the percent of teaching positions that are filled on the first day of school.

APS is in the early stages of aggregating complaint data (updates available on-site) and has determined that social-media platforms are effective general indicators of very short-term stakeholder priorities they are not a valid and reliable VOC data source for fact-based decision making.

4.1a(4) Measurement Agility

The APS Aligned and Integrated Management System for Sustainable Performance Excellence's (Figure 1.1-1) layered approach allows for agility in execution with stability in direction. The SP scorecard can be revised annually as part of the SP tuning process. Department scorecards can be updated quarterly, and Core Service metrics can be revised at any time the service owner sees an opportunity to improve the service metrics. School scorecards are updated incrementally according to an annual implementation plan. This plan, based on input from SLs and recurring requests for data, is revised weekly in response to changing division priorities. SLs can request changes to the plan, including the introduction of new measures, through the weekly revision process. The alignment of school and department scorecards with the longer-term SP scorecard ensures that changes remain consistent with APS's strategic direction.

4.1b Performance Analysis and Review

An underlying priority for the goals identified through the SPP is data-driven decision-making. Staff members depend on the measurement and analysis of performance as indispensable parts of the decision-making process and for continuous improvement of all aspects of APS. Families and the community rely on timely and understandable information to make good choices and hold APS accountable for reaching its goals.

APS reviews organizational performance at three levels — division, department and school — and reports annual progress on the SP to the SB. This in-depth reporting, which typically takes three SB meetings, provides the SB and interested stakeholder groups with a strong understanding of the progress on KPIs. The timing of this analysis, scheduled through the PMC (1.1b(2)), aligns with APS's budget cycle, which allows the SB to work with SLs to make adjustments in priorities and funding that support the accomplishments of APS's strategic goals. Departments and schools regularly report progress on DPs and SMPs, scheduled through the PMC. SLs report progress on DPs and SMPs at the midyear and end-of-year PMC-scheduled evaluation meetings with the Supt. At all levels, published scorecards document the progress

toward key organizational performance measures. SLs are held accountable for progress by linking a part of the individual performance evaluation to the progress on plans.

In addition to these regular internal checks on progress, APS systematically conducts external reviews on a staggered seven-year cycle, as described in 2.1a(4). At any point in time, multiple groups within the organization undergo an external review. For example, in 2017, the Gifted review is in progress. Each instructional office receives a comprehensive evaluation scheduled by SB policy and conducted by either an external contractor or by the internal Office of Planning and Evaluation. In 2012, APS opted to have an efficiency review conducted by the Commonwealth of Virginia.

This system of the short-, middle- and long-term monitoring of progress, combined with internal checks and comprehensive external reviews, provides a rich data set. SLs and staff at all levels use this data to make data-based strategic and operational decisions to continuously improve APS.

An example of an improvement that came out of this process was addressing the need for leadership to improve its ability to use available data for making informed decisions. During the 2013–14 school year, data analysis was made a priority for the Administrative Council meetings. A portion of each meeting was set aside to learn data analysis methods, which were applied through actual performance data analysis. During the 2015–16 school year, this work is continuing, focusing on leadership's role in helping teachers grow in their use of data to inform student learning.

In 2014, APS began deployment of a comprehensive and integrated fact-based system centered in a DW. The ongoing work involves developing a comprehensive set of leading and lagging performance data points or indicators that align to the ever-evolving student, stakeholder and organizational performance-monitoring requirements. These performance data points, or indicators, also provide clear information for improving all processes and achieving organizational goals and targets. This system draws various kinds of data (implementation, performance, comparative/competitive, WF and cost), as well as process and operational performance measurement, from multiple sources into a single location.

The outcome of the DW system is to manage resources more effectively and efficiently as well as to manage operations for maximum productivity and waste elimination. The means of information-driven processes include: investing in data management and using technology that links longitudinal, actionable, contextual and interoperable data over time and implementing an information-driven, outcome-oriented management and evaluation system that focuses attention on student achievement. The goal is to establish a single system that supports data collection and improves data delivery and analysis to support continuous improvement activities.

4.1c Performance Improvement

4.1c(1) Future Performance

APS tracks division, school and department performance measures longitudinally while establishing targets and benchmark levels. The appropriate statistical analysis, such as linear projection and standard deviation, tracks trends, anticipates future performance and establishes confidence levels in the analysis. SLs use the projected performance on the SP indicators to develop division priorities that are implemented

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through the DPs and SMPs, as described in 2.2a(1). SLs adjust the statistically derived indicator-projected performance based on planned changes to programs, services and processes.

Individual student future performance is projected through numerous approaches. The A2E academic planning road map, described in 3.2a(2), assists families in projecting the diploma type the student’s coursework is trending toward. Families can then proactively make adjustments if a different diploma type is desired. The DW identifies students who are at risk of dropping out, informing interventions. The PLC structure builds in an ongoing assessment of a student’s academic progress and projects his or her anticipated end-of-school-year outcomes.

4.1c(2) *Continuous Improvement and Innovation*

The AIM process initiates continuous organizational performance improvement for the central offices, while the PLC and teaching-cycle processes guide school improvements focused on student instruction. With both approaches, when the analysis of projected future performance indicates unacceptable progress, an improvement cycle begins. This cycle results in suggested improvements, originating at any level in the organization. A teacher or service owner immediately performs the implementation of small-scale improvements. SLs incorporate into the DPs and SMPs larger-scale improvements judged most likely to be effective at accomplishing goals. SLs monitor the success of these improvements against the desired outcomes — they retain and expand the successful outcomes and analyze the ones with undesirable results for possible improvement or discontinuation. The Process Documentation Library documents all improvements, and the best-practice sharing methods described in 4.2b(2) share the improvements that potentially can be used in other processes. Service owners are responsible for deploying changes to the service’s work processes. Deployment includes informing stakeholders about the change using communications approaches described in Categories 3 and 5; sharing knowledge about the change, as described in 4.2; and monitoring the implementation of the change using appropriate metrics. Large-scale changes are deployed using project management practices in alignment with the Project Management Institute’s Project Management Professional (PMP)[®] approach to project management.

4.2 Information and Knowledge Management

4.2a *Data and Information*

4.2a(1) *Quality*

To manage organizational data and information and address stakeholder requirements, APS has developed a comprehensive and integrated Fact-Based System based on four criteria (Figure 4.2-1). These criteria — which APS uses to operationally define “quality data” — become the design, build and deployment standards for all data systems. Data systems (storage) and the processes followed to gather the data (collection) must meet these criteria for APS to achieve the underlying priority in the SP of data-driven processes across goal areas.

The Fact-Based System consists of several interconnected data systems and the processes used to collect the data housed in the systems. The core of the student data management system is the SIS, which houses all long-term student data relating to demographics, coursework, grades, attendance, discipline, SpEd interventions and standardized test scores. The Strategic Transformation of the Administrative Resource Systems (STARS) maintains personnel, purchasing and financial data. Other systems that house data used to perform and monitor processes include the Interactive Achievement (IA) formative assessment system and the Electronic Register Online (ERO), which tracks staff-development activities. All systems include data-quality practices such as backup and redundancy (reliability), data validation for both manual entry and bulk loading (accuracy) and error reporting (integrity). The data systems are designed (validity) and data is updated (currency) based on stakeholder requirements. All systems feed data into the warehouse to blend and correlate data from different data sources (see 4.2b(1)). In an example of ensuring data quality during the collection step, the SOL testing procedures are audited to ensure the SOL results are valid and reliable.

Ongoing auditing of the data systems has revealed unacceptable variation in the accuracy in some areas of the data. To address this, APS leveraged a best practice from the ITIL and is in the early stages of actively incorporating data ownership into the Core Services model. Through this approach, service owners also own the data needed to provide and analyze their service, while IS houses and provides access to the data

Figure 4.2-1 - APS Fact-Based System Criteria

Criteria	Description	Results
Data collection, storage and use ensure the properties of accuracy, integrity, timeliness, security and confidentiality.	A data warehouse has been designed and deployed with the capacity to integrate all forms of APS data, and it also ensures “accuracy, integrity, timeliness, security and confidentiality.”	On-site
Data availability for all stakeholder groups is reliable, secure and user-friendly.	The right information gets to the right people at the right time and in the right format. It also means that all the necessary and appropriate responses to confidentiality threats and security risks have been designed into the data management system.	On-site
Data are longitudinal, actionable, contextual and interoperable.	The data gathering occurs over multiple years and that carefully selected metrics monitor and improve performance. Data elements, which multiple systems share, align with APS priorities.	On-site
In the event of an emergency, APS ensures the continued availability of hardware and software systems as well as data.	The availability of data can make the difference between a correct or wrong decision during an emergency. Data availability can save resources, time and energy, and it can avert a catastrophic event in the lives of students. A lack of data availability could even cause APS to cease functioning for a period of time. In the event that the main data sources become compromised or unavailable, plans and contingencies remain operational so that an uninterrupted flow of information is at the fingertips of those who need it.	On-site

according to the service owner’s requirements. This improves alignment of responsibilities for managing data with the department core competencies.

4.2a(2) Availability

APS organizational data and information is increasingly housed in IT systems. These systems are user-friendly, as they are designed and refined based on user requirements and feedback (See 6.1a). For example, based on customer feedback that easy access to IT services is the most important criteria, in 2012, APS adopted a vision of “Anytime, Anywhere, Any Device” (AAAD) for the division’s IT systems and services. This vision has focused the ongoing transition from a traditional IT systems model based on specific computer operating systems and software to having IT services accessible via a web browser on any hardware in a user-friendly format. This drives the continuous improvement of data and other information systems to ensure that the WF, students, families and other stakeholders can access the data and information when and where they need it. For example, data is available on demand in the form of web-based reports and other interfaces from all data systems. For example, teachers and administrators (T, P Scale) can access student data AAAD through the SIS and DW, and HR and FMS staff (E Scale) have AAAD access to STARS. Students and families can use StudentVue and ParentVue AAAD to log in to the SIS to track student progress, assignment by assignment. APS’s Google domain and shared network drives house additional data and other knowledge for students and the WF. In addition, SLs receive reports through LeaderNews and email. Figure 4.2-2: Data Availability shows data availability by segment. Data availability has undergone, and is continuing to undergo, a significant improvement with the ongoing expansion of the DW. The DW strategy is to transition operational reporting from point-in-time reports, which are distributed according to a calendar to user-friendly, on-demand reports available at any time. For example, the DW At Risk report identifies students who have leading indicators of dropping out of school (attendance, grades, discipline and suspensions). When the student name is clicked, it brings up a 360-degree-view report of the student. This report shows longitudinal data for a student in several areas, including benchmark assessments, course enrollment and grades, attendance and discipline. This information allows the school to develop a custom plan for keeping the student in school and on the path to college and career readiness.

4.2b Organizational Knowledge

4.2b(1) Knowledge Management

APS’s knowledge and innovation management strategy is based on the recognition that the most important asset we have is our staff and what they know. Goal 3, Strategy B of the SP states, “APS has a systematic process in place to identify, organize, share, adapt, and use data, information, knowledge, and best practices that exist among professional and support staff members to improve processes and outcomes.” The free sharing of knowledge between WF members is the key source of innovative ideas (see 4.1c(2) and 6.1d).

APS uses three complementary approaches to build and manage organizational knowledge (operationally defined by APS as the identification; organization; sharing; adapting; and use of data, information, knowledge and best practices to

Figure 4.2-2 - Data Availability

User Group	Data System/Process	How Data is Available
SB	SB members use the division dashboard to track progress toward the achievement of the SP goals.	The APS dashboard format shows each KPI listed in the SP scorecard.
Departments and Service Owners	Department leaders develop a scorecard populated with leading measure data tied to specific strategies defined in the SP. The departments use statistical process control analysis to assess the effectiveness and efficiency of mission-critical processes.	All department staff can access intranet department scorecards in an anywhere, anytime interface.
School PLCs	School administration and staff use individualized school scorecards and the Data Warehouse to determine gaps between expected and current performance for the purpose of developing school improvement plans.	The Data Warehouse provides intensive, school-specific drill-down capabilities. School staff have access anytime and anywhere.
Students	Students use data from the electronic grade book and SIS to determine progress and work with teachers to ensure the successful completion of coursework.	Students receive progress updates eight times a year through report cards and progress reports; real-time progress also exists through an online gradebook system.
Families	Families use data in the electronic grade book to help their child succeed and monitor progress on the SP to ensure APS meets its goals.	The APS dashboard links to the SP scorecard and families can also access progress reports, report cards and the online grade book.
Community; Suppliers; Partners	The APS dashboard makes performance data transparent; this supports the broad accountability for meeting or exceeding goals.	The APS dashboard links to the SP scorecard.

improve processes, outcomes and drive innovation). The first is a documentation library; the second is PL; and the third is professional dialogue. These three approaches guide the WF members on their personal knowledge journeys through the continuum of data, information, knowledge and judgment while ensuring students and other stakeholders have access to the information they need. The design of this approach comes from criteria developed by APQC and based on a collaborative research report, “Building and Sustaining Communities of Practice.” The research identified how benchmark companies identify, share and create knowledge within their organizations. This research was validated when APQC conducted a second study in 2005 on communities titled, “Using Communities of Practice to Drive Organizational Performance and Innovation.”

The documentation library collects and transfers the key written knowledge of APS. APS’s library is contained in several systems targeted to specific stakeholder groups and purposes. Shared network spaces (the “S” Drive, G Suite for Education, Microsoft® 365, the Learning Management System[LMS]) are used by students and the WF to house and share ongoing and frequently changed operational knowledge as well as knowledge gathered from the listening processes described in Category 3.1. The APS website houses written

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knowledge for families, community members, suppliers, partners and collaborators and is a key component of the two-way transfer of knowledge and information described in Figure 3.2-2: Key Communications Methods. APS documents student progress in the SIS and IA assessment systems, and personnel and purchasing data are housed in the Enterprise Resource Planning (ERP) system — or STARS. Until recently, these systems were disconnected, making data difficult to assemble for strategic, department and school planning purposes. The new DW makes this information valid, reliable and accessible (see 4.2a(2)), greatly improving knowledge availability for planning. Reports generated from the DW are provided to SLs as a key informational source for the SPP and SP tuning process as well as the DP and SMP processes (see 2.1a(1)). Regular reports from the SIS keep families aware of student progress. A key component of the documentation library is the visual process library that department process owners use to publish their processes for easy access for users throughout the division. The process documentation has a standardized format (process title, description, owner, suppliers, supplier requirements, inputs, enablers, customers, customer requirements, outputs and guides). In addition, it includes a process map, and a responsible, accountable, consulted and informed (RACI) matrix is optional. The database uses Visio and Business Process Management Notation (BPMN) 2.0 as its standard for maps. APS monitors the library and its content for compliance with standards and improvement opportunities. Stakeholder feedback indicated that finding a quickly growing number of documents was difficult. As a result, in 2016, APS developed a searchable intranet website to create a unified access point to these documentation locations.

Formal PL is used to systematically transfer WF knowledge and best practices, build competencies and create new knowledge. APS provides an extensive PL system — data for some pay scales is currently tracked in the ERO system (Figure 7.3-7) to support the deployment of new initiatives, close identified gaps in professional knowledge and blend and correlate data from different sources to build new knowledge. For example, T-Scale employees take at least 180 hours of PL, conducted outside of work hours, every five years in order to maintain licensure. The division builds PL days into the calendar for two pay scales (T:4, A:1). Teachers also attend school and curriculum-area meetings where PL is provided. P-Scale employees receive PL at the annual Administrative Conference and at regular meetings, such as the monthly Administrative Council, Principal, Assistant Principal and Director of Counseling meetings. Other pay scales have similar PL; details are available on-site. The division is currently improving the PL system by expanding the scope of the ERO system to include all PL for all pay scales.

Professional dialogue consists of professionals exchanging ideas about how to improve their practices through the blending and correlating of data from different sources, and is a key source of innovation for APS. Through professional dialogue, staff members analyze data, expand their knowledge and learn from each other. APS conducts professional dialogue using several approaches. In addition to meetings and formal PL opportunities, APS is systematically fostering the establishment of Community of Practices (CoPs). CoPs, theorized by Etienne Wenger, are groups of people who share a concern or a passion

for something they do and who interact regularly to learn how to do it better. PLCs are one form of CoP, and the CLTs within the PLCs are another. In addition, APS is in the early stages of fostering CoPs, which operate outside the formal structures of the organization, making them very agile, relevant to individual staff and responsive to changing needs. APS is building these self-forming CoPs on social media platforms, such as Twitter and Google Groups™. These virtual groups remove time-and-place constraints from conversations, making them responsive to staff concerns that collaboration across schools is difficult. APS is actively building a central repository of these CoPs, allowing staff members to locate and join existing groups or create their own if they identify an opportunity. SLs and central office staff participate in these CoPs, identifying innovative ideas to deploy using the PL process.

Knowledge is shared with customers (students) and partners (families) through the stakeholder-support approaches described in 3.2(2) and Figure 3.2-1: Stakeholder Support. Internal suppliers — the division's "feeder schools," as described in 6.2c — receive knowledge using the same approaches as all WF members, while collaborators and external suppliers receive knowledge from service owners through meetings, phone calls and email.

4.2b(2) *Best Practices*

Organizational best practices are processes optimized to help APS make progress toward accomplishing the SP goals. High-performing organizational units (schools, departments) and operations are identified by having exceptional performance (exceeding comparative data) on their scorecards. The analysis is part of the SL evaluation process (see 1.2a(2)). Because each school serves a unique student population, the analysis includes disaggregation by the gap group segments listed in Figure P.1-8: Key Stakeholder Groups and Student Segments. A single teacher can have an instructional best practice in a normally performing school, so identification of best practices is not limited to high-performing organization units. To identify operational best practices: 1) Scorecard data is analyzed by Principals and DoI staff at the classroom level; 2) Curriculum Supervisors and Specialists observe each teacher at least once a year (Instructional Walk-Throughs) to both identify new best practices and check for deployment of current best practices; 3) The teachers and other instructional staff share potential best practices with DoI for validation; and 4) Service owners review disaggregated Core Service metrics for exceptional performance. APS shares these best practices through the knowledge management approaches described in 4.2b(1) — adding them to the documentation library, through PL and through professional dialogue. Large-scale changes are incorporated into the SP, DP and SMP processes for deployment.

4.2b(3) *Organizational Learning*

The APS Organizational Learning System embeds learning into daily operations, as seen in Figure 1.1-1. APS uses scorecard and dashboard data to inform continuous improvement cycles through the AIM and PLC process, which, in turn, spark conversations through the CoPs and PLCs. Identified best practices (4.2b(2) and needed competencies (5.2b(1) are deployed using the PL process described in 4.2b(1), and as part of the DP and SMP action plans (see 2.1a(4)). The AIM

training process includes staff development on techniques such as process mapping, root-cause analysis (using fishbone diagrams and the “5 whys”) and data-based decision-making. Process documentation, training materials, policies and procedures encode organizational knowledge in the documentation library. All staff can access these web-based, searchable knowledge sources from anywhere at any time.

5 Workforce

5.1 Workforce Environment

5.1a Workforce Capability and Capacity

5.1a(1) Capability and Capacity

APS assesses its annual WF capability and capacity needs through a three-step process. First, the budget process (which includes enrollment projection calculations) establishes the total number of positions (staffing levels) APS will need (including positions with new classification specifications) disaggregated by pay scale and then by job title. (Each title has an associated classification specification that documents required skills, competencies and certifications of the position. The number of school-based positions are calculated through planning factors that designate the specific numbers of positions, such as teachers, librarians, etc., at each school needed to support school [predominately key] work processes based on student enrollment. Central office positions are established based on the need to support central [support] work processes. Action plans drive changes to the number and type of central positions and refinements to the planning factors through the budget process, and changes to the classification specifications through the reclassification process. Details are available on-site.) Second, anticipated retirements and historical turnovers are subtracted to determine the number of needed new hires. Third, supervisors are consulted to determine any refinements to skills, competencies and certifications listed in the classification specifications. Process effectiveness is measured by the percentage of teaching positions filled on the first day of school.

Long-term WF capacity needs are projected using the enrollment projections and an analysis of indicators, which that may alter historical turnover rates such as changes in the number of staff nearing retirement age (capacity). Long-term WF capacity needs are projected through an analysis of the SP strategies and action plans.

5.1a(2) New Workforce Members

The APS new WF member process begins with the recruiting process. The recruitment process has three primary approaches: placing advertisements in local media and public job-listing sites; attending job fairs and establishing partnerships with universities to ensure a diverse set of graduates who meet or exceed APS’s changing endorsement requirement; and conducting recruiting trips to targeted schools, such as historically black colleges and universities (HBCUs). All of these approaches are annually realigned with the division’s staffing needs. The APS recruiting process has received several improvements in the past two years. For example, in 2016, some unproductive partnerships were ended and resources were reassigned to new partnerships with different universities more likely to meet the division’s recruiting needs, and APS extended recruiting trips to North Carolina and Pennsylvania. In response to the need for anticipated increased hiring, in 2015,

APS made an innovative change in recruitment by establishing the new Careers@APS recruitment campaign. The campaign, focused on branding APS as a great place to work where you can “inspire generations” (a line suggested by HR’s information specialist), is designed to create a holistic approach to improving the division’s candidate pool.

Applicants go through a paper-screening process, have structured interviews by HR and service owners — which ensure both qualifications and a good fit with the APS organizational culture — and are subject to a criminal background check. The end result is the establishment of a highly qualified candidate pool that reflects the diverse ideas; cultures; and thinking of the WF, students and families. To place candidates in open positions, schools and offices conduct a second round of paper screening and interviews, aligning the new hire with the school or office needs and culture. All new teachers participate in an extensive orientation so that they understand APS’s processes, culture and job-performance expectations. To improve retention, new employees receive additional feedback (see 5.2a(4)), and first-year teachers are assigned an experienced teacher as their mentor. Volunteers go through a similar but simpler process. Most volunteers are family members of our students, and are recruited by a school based on that school’s needs and are placed at that same school. Volunteers receive orientation, necessary PL and feedback on performance directly from a teacher or school administrator. The SB is discussing the need for volunteers to go through a criminal background check.

To reduce cycle time for hiring officials — such as Principals and supervisors — to access applicant files, APS moved to a web-based system for receiving and retrieving applicant information. Based on feedback from hiring officials, APS is planning on implementing the Oracle iRecruitment package. This new software will increase convenience while creating efficiencies by reducing the time needed to perform recruitment functions. In December 2014, the process to align staffing with budgeted positions was improved by moving from a manual position-control process to the automated, work-flow-based position-control function in STARS. The move to the automated work-flow process, where F&MS must approve all positions before HR can fill the position, both increased the accuracy of the position control and reduced the time taken to ensure all positions are appropriately budgeted.

5.1a(3) Workforce Change Management

APS is fortunate to be in a geographic area that has been largely insulated from recent budget issues facing many school divisions. The division is also in a period of enrollment growth, minimizing the need to make position cuts. When position reductions are determined to be necessary, SLs select positions that will have the least negative impact on the achievement of the strategic goals. Surplused staff members receive priority for open positions for which they qualify. Staff members learn of their options early and if they choose to leave APS, they will receive support in applying for positions outside the division. Due to the fairly transient nature of the population in the Washington, DC, metropolitan area, standard turnovers typically create sufficient openings to accommodate a staff member whose position has been eliminated.

The professional development system, described in 5.2b(1), offers training, as needed, for staff members. Supervisory staff

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review data from annual performance reviews and arrange for training to address gaps or prepare for anticipated needs.

HR is innovating in this area by actively recruiting teachers who have multiple certifications, such as a teacher with certifications in math and SpEd. These teachers allow APS to meet the needs of multiple student segments and ensure continuing alignment with changing VDoE endorsement requirements while creating efficiencies by reducing the number of specialized teachers in the classroom.

WF classification specifications, or job descriptions (and for teachers, the Virginia Professional Teachers Standards), determine the basic skills, competencies, certifications, education levels and responsibilities needed by current and potential staff to help APS accomplish its Mission and achieve the SP goals. Supervisors may make minor adjustments to job descriptions each time the positions are advertised to be filled. Larger adjustments are made through the HR reclassification process, which involves supervisors, individuals in the position and a consultant who benchmarks descriptions and compensation against other organizations. Recent examples of reclassifications include changing the Assessment Teacher Specialist position from a 10-month position to a 12-month position in response to the need to manage additional assessments during the summer. At the time of writing, E-Scale positions are going through reclassification.

5.1a(4) *Work Accomplishment*

The APS WF is divided into eight departments and 34 schools, each headed by one of the SLs. Large departments are organized into offices typically headed by a director who reports to the department's AsstSupt. Offices may also have assistant directors and supervisors who report to the Director or AsstSupt. School-based teachers report to their Principal and are also organized into teams based on their teaching assignment, typically by grade level and/or subject area. Individual teachers may belong to multiple teams.

SLs are accountable for the overall work accomplishment of their unit, monitored by a scorecard and other customer-desired, outcome-aligned performance measures. SLs and other staff members leverage the core competencies of Systematic Performance Management and Data-Driven, Process-Centered Continuous Improvement to monitor and improve work processes using PLC processes and AIM.

Teachers are assigned a curriculum to teach over the course of the school year. Curriculum is designed and developed using a six-step process:

1. VDoE provides APS with new or revised standards.
2. The appropriate supervisor is assigned the task of revising or developing the curriculum.
3. The supervisor meets with impacted teachers to explain changes and the process.
4. The supervisor and teachers identify a core group of teachers to revise or develop the curriculum.
5. The revised or new curriculum is presented to the ELT and the SB.
6. The curriculum is refined and disseminated to schools and staff.

Student progress on the curriculum is monitored through a continuum of methods from ongoing, in-class assessments by the teachers through periodic, division-wide formative assessments using the IA system to end-of-year SOL assess-

ments under the direction of the state. Principals and other SLs use these assessments as a component of their monitoring of student progress at the student, grade, course, school and division levels and by the SP gap groups. Schools function as PLCs and analyze multiple leading and lagging data sources to monitor student progress. The core competency of Instructional Excellence is leveraged to make ongoing adjustments to how the curriculum is taught. Teachers use methods such as Twitter chats, Google Hangouts™ and county-wide meetings to share further and learn from best practices at other schools and sources outside APS as part of the division's knowledge management and learning and development systems. All adjustments are made with the overall objective to accomplish the goals in the SP.

Each department has assigned Core Services, with customer-negotiated performance expectations for the services. Department staff members align their work processes with the Core Services. Supervisory staff and staff members monitor work effectiveness based on the Core Service metrics.

5.1b *Workforce Climate*

5.1b(1) *Workplace Environment*

The strategic outcome from Goal 3 of the SP, "The APS work environment promotes employee well-being, satisfaction and positive morale," guides APS's WF environment, while the CSS, SBS and Core Service metrics results measure it. Key metrics and improvement goals are in Figure 5.1-1: Workplace Environmental Factors.

APS promotes WF health by providing: an EAP; employer-subsidized medical and dental benefits; free flu vaccinations for all staff; a wellness program that uses a quarterly newsletter to emphasize healthy eating and mental health; annual weight-loss challenges with support groups; regular sports tournaments, such as kickball and volleyball for staff members; and financial benefits for employees who walk or bike to work. Because APS buildings are public, they comply with Americans with Disabilities Act (ADA) accessibility requirements.

The APS Security Coordinator monitors security, and establishes and updates security policies to ensure a secure working environment for the WF. Security measures include: locking doors outside of business hours at central facilities, locking doors at schools at all times, "buzzing in" all visitors at schools except during school opening and dismissal times, placing full time SROs in MS and HS buildings and rotating SROs in ES buildings, requiring sign-ins at school main offices, requiring certifications from vendors regarding criminal backgrounds of contractors working in the schools and conducting background checks for all new hires. In 2013, the Office of Security Management began a comprehensive security video program, which places security cameras at key locations in all buildings and on school buses. These cameras have been used to solve numerous incidents and serve as a deterrent.

Figure 5.1-1: Workplace Environmental Factors

Performance Measure	Improvement Goal	Results
# of WF accidents	Zero reported accidents	Figure 7.3-4
Fire Marshal Inspections	Zero violations	7.1b(2)
OSHA Audits	Zero violations	7.3a(2)

5.1b(2) Workforce Policies and Benefits

APS provides a broad set of services and generous benefits to support the WF, listed in Figure 5.1-2: WF Benefits. Competitive salaries and benefits are a key reason APS has a high-quality applicant pool, and benefits make up one-quarter of APS's employee compensation-package costs. The APS Leave of Absence benefit is especially generous: Employees can take a leave of absence for up to two years and return to an open position for which they are qualified. The Supt, HR Asst-Supt and employee advisory groups use the AIM process at their regular meetings to analyze benefits and suggest updates. Each WF segment is instrumental in helping APS accomplish the goals in the SP. The benefits help accomplish Goal 3: Recruit, Retain and Develop High-Quality Staff.

5.2 Workforce Engagement

5.2a Workforce Engagement and Performance

5.2a(1) Organizational Culture

Arlington residents have a long-standing tradition of community decision-making, called "The Arlington Way." This deeply embedded method calls for all voices to be heard and considered. While it centers on civic decisions, the culture spreads to all areas of the county, including the school division. APS honors this tradition by having an open and inclusive decision-making process that benefits from the diverse ideas, cultures and thinking of the WF. For example, when APS selected a new SIS, it used a Request for Information (RFI) process, which allowed all teachers the opportunity to review and provide feedback on available options. This feedback was then used to inform the final decision. The RFI process is a new improvement based on feedback from prior decision-making processes that were not sufficiently inclusive.

SLs and other supervisors maintain an open-door policy, listening to and engaging with staff members on their concerns. During the open conversations, supervisors reinforce high performance by continuously focusing on the SP goals, department or school goals and Core Service metrics. Data from scorecards, Core Service metrics and other leading indicator data sources is reviewed regularly at meetings, reminding staff members of the progress on priorities and providing necessary information to make informed, data-based decisions.

A critical component of WF engagement is the ability to effect change. The AIM process empowers individual staff members to make a difference by encouraging every individual who uses a process to suggest improvements to the process. The synergy of an aligned Vision, open conversations and empowerment embodied in AIM creates a powerful combination that benefits from the diverse perspectives of APS staff.

5.2a(2) Drivers of Engagement

The HR staff meets regularly with employees through scale advisory groups. These groups, whose representatives are selected annually by their peers, represent each of the pay scales within APS. Through these advisory groups, staff members raise concerns and make requests across a variety of topics, including WF climate, compensation and PL. The HR staff analyzes the comments and suggestions made by the groups to validate and update, as necessary, the key elements of staff engagement and satisfaction. Each spring, the scale ad-

Figure 5.1-2: WF Benefits

Policy, Service and Benefits	WF Segment									
	Assistants	Food Services	Drivers	Professional/Technical	Clerical	Maintenance	Hourly Staff	Administrators	Teachers	Extended Day
Competitive salaries	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Telecommuting				✓				✓		
National Board Cert. Bonus									✓	
Pay based on education level									✓	
Employee of the Year	✓	✓	✓	✓	✓	✓		✓	✓	✓
Appreciation Week/Day		✓	✓		✓			✓	✓	
Career Advancement Prgm				✓						
Assistant to Teacher Prgm	✓									
Aspiring Leaders				✓					✓	
Admin. Cohort Prgm									✓	
In-house EAP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Medical and dental	✓	✓	✓	✓	✓	✓		✓	✓	
Retirement benefits	✓	✓		✓	✓	✓		✓	✓	✓
PL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PL for certifications			✓	✓	✓	✓			✓	
Flexible spending	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paid leave	✓	✓		✓	✓	✓		✓	✓	
Long-term disability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sick leave donations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Defined contributions plans	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retiree medical benefits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Separation pay	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Housing grants	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family medical leave	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leave of absence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Holidays	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Long-term care insurance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Life insurance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Scholarships	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SP Goal Alignment	1							✓	✓	
	2							✓	✓	
	3	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4		✓		✓		✓			✓
	5							✓	✓	✓

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visory groups present their findings to the SB to inform future strategic and budgetary decisions. Because the groups bypass organizational charts, employees can openly make requests that will have a positive impact on all their peers.

5.2a(3) *Assessment of Engagement*

The CSS and SBS formally assess WF engagement and satisfaction validated through the scale advisory groups. The KPIs of positive relationships between students and staff, teachers using a variety of instructional approaches and teachers having high expectations from the students' and teachers' perspectives longitudinally track information by employee segment and work location, thus providing a division-wide perspective. Because some elements of engagement differ across work units, additional methods for assessing engagement are also used. Individual managers establish key assessments, customizable for their unit, to supplement the data in the SBS and CSS. For example, additional key assessments monitored by the Transportation Director for bus drivers are safety — as measured by preventable accidents — and on-time school arrivals. Exit interviews are conducted for departing staff members, establishing the reason for leaving and further validating the accuracy of the monitored engagement elements. Additionally, all managers monitor traditional indicators, such as retention rates and grievances through HR. Service owners monitor productivity through key service metrics, which is reported to SLs and the Supt via the department scorecard. SLs use this data, combined with informal mechanisms such as minor complaints, attendance at optional events and the “climate” feel, to gauge the success of engagement initiatives and make needed improvements. The scale advisory groups validate the informal methods used by supervisors to monitor engagement, serving as a system of checks and balances for employee satisfaction and engagement-monitoring methods.

5.2a(4) *Performance Management*

The key element of engagement that motivates APS staff members is working for a high-quality school system where they can make a difference in the lives of students. This desire forms the foundation of APS's continuous improvement efforts, where every staff member is empowered to use AIM to make suggested improvements to work processes. AIM allows for intelligent risk taking and encourages innovation. Because AIM centers on a stated goal, aligned with the desired direction of improvement and the action plans in DPs and SMPs, every employee can actively contribute to improving APS in support of the SP.

APS supports this staff member focus on high-performance work through the ongoing monitoring of performance metrics using: scorecards, Core Service metrics (leading indicators) and SP indicators (lagging indicators), annual staff evaluations (lagging indicators) and the PL processes focused on closing the identified gaps in knowledge and skills.

The APS staff evaluation process has three key steps:

1. The employee and supervisor collaborate to set annual goals and areas of focus for improving professional practices.
2. The employee and supervisor have a midyear conversation on progress toward goals and desired professional practices.
3. The supervisor prepares an annual summative evaluation of the employee's progress on goals and demonstration of desired professional practices. Employees not performing at

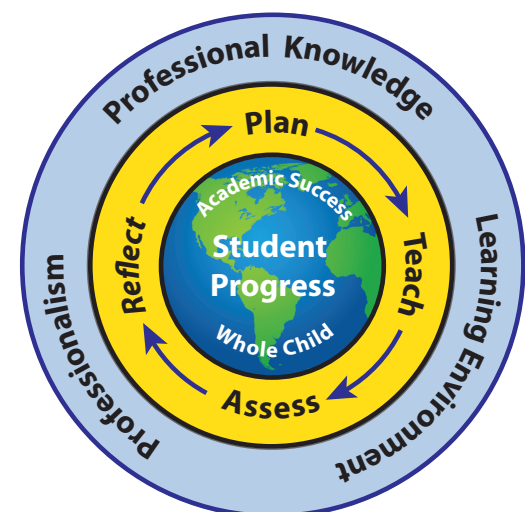
an acceptable level are placed on a Performance Improvement Plan.

As an improvement, APS is currently in the middle of revising the staff evaluation process, creating a more robust and aligned system. The first group to be revised was the T-Scale employees (teachers), who now set annual SMART goals that center on student achievement and align with the SP and SMP goals. Teacher evaluation combines progress on the SMART goals with observation data of professional practices to create high-quality feedback on their alignment with seven professional standards that guides the teacher's PL. These professional standards align with the Plan – Teach – Assess – Reflect teaching cycle shown in Figure 5.2-1: APS Teaching and Evaluation Diagram. Starting with the FY14 cycle, P-Scale employees (Principals and other senior-level managers) were evaluated with a similar system; other groups will follow in subsequent years. Regardless if they are under the new or old system, all staff members receive an evaluation on their professional practices, and managers are also evaluated on the performance of their work units. This ensures that all employees work toward helping APS achieve the SP goals. In the fall of 2014, HR piloted having supervisors enter evaluations directly into STARS, rather than the more cumbersome solution of using Microsoft® Word. Feedback from the pilot was used to adjust and refine the process, and APS is now transitioning to having all evaluations entered directly into STARS. This improvement has created efficiencies for both evaluators as well as HR staff members.

A component of annual staff evaluations is professional knowledge — the evaluation process identifies gaps, and PL offerings help to eliminate these gaps. HR oversees the monitoring of professional certification requirements and compliance. Supervisors regularly inform staff members of their current certification expiration dates and the available renewal options.

As a public institution, APS bases WF pay scales on grade and years of service. Certain positions have career ladders, where employees may move to a higher pay grade as they gain knowledge and skills. Figure 5.1-2 shows WF compensation, with recognition, incentives and rewards for high-quality work.

Figure 5.2-1: APS Teaching and Evaluation Diagram



5.2b Workforce and Leader Development

5.2b(1) Learning and Development System

The LDMSP forms the foundation of APS’s succession planning and leadership development system, and it guides leadership development in support of Goal 3 of the SP, which has the desired outcome: “To promote career advancement, APS identifies and develops candidates to fill higher-level positions.” The basis of the plan is an annual analysis of relevant data sources, such as anticipated retirements of leaders and other key staff, current competencies of potential future leaders and retention/turnover rates. A key element of the LDMSP is the George Mason University (GMU) Administrative Cohort program, where teachers work toward a master’s degree in educational leadership. Completion of the program increases compensation and qualifies the individual for an administrative position. Many positions have a career ladder, where the WF can increase responsibilities and salaries with experience and aptitude.

The personal development of all WF members, including leaders, is guided by two primary inputs: areas of focus set during the evaluation process (see 5.2a(4)) and areas of focus set by the employee. Once the areas of focus are established, the WF member works with his or her evaluator to develop an aligned PL plan, typically documented in his or her evaluation. APS provides numerous supports to implement these plans.

The Professional Development Office (PDO) coordinates and implements division-wide PL to support excellence in the classroom. New teachers go through a multiday orientation prior to the arrival of the remainder of the teaching staff, all of whom arrive one week prior to the students so they can participate in PL. Additional PL days are provided during the school year to support identified needs. By functioning as PLCs, schools create an ongoing peer-to-peer collaborative approach for the analysis of data and the sharing of best practices and innovative ideas in the school. In 2015, this approach has been innovated by expanding collaborative learning across schools through the use of Twitter chats, Google Hangouts™ and other online peer-to-peer knowledge-sharing methods. Teachers and other staff members notify S&CR of the discussion opportunities, which are then published so other staff members across APS can join the conversations. Support-staff PL occurs within each department, and aligns with DP goals and identified gaps between needed and exhibited skills to support and use the Core Services. Core Service owners are a key contributor to the staff PL and are responsible for defining the competencies needed for staff, students and other stakeholders to effectively use the service; ethical practices associated with the service; and competencies needed by those who provide and support the service. All staff members learn from the documentation library described in Category 4.2, where knowledge from departing WF members is maintained. WF and leader-development opportunities are included in Figure 5.2-2. Figure 1.1-1 shows how PL aligns and integrates with APS goals, results, improvements and planning processes.

5.2b(2) Learning and Development Effectiveness

The effectiveness and efficiency of APS’s learning and development system is evaluated in two primary areas: topic specific and overall effectiveness. The topic-specific analysis involves (from short to long cycle time): providing a sur-

Figure 5.2-2: Knowledge Management Plan

WF	Development Process
A	A-scale scholarships; The Arlington Clinical Program for Instructional Assistants
C	Professional development for certifications, food safety and preparation
D	Training leading toward required safety endorsements and a Graduation Equivalency Diploma (GED); Spanish
E	E-scale scholarships; PL funds in all departments leading toward additional certifications; regular in-services
G	G-scale scholarships; in-service opportunities
M	M-scale scholarships; PL funds for industry certifications/skills
O	PL in a specific area of work
P	Succession Planning Program; Leadership Arlington participation; Superintendent’s Seminars
T	Teacher mentors; professional practice workshops and in-service programs; teacher evaluation system.; T-scale scholarships; PLCs; lead teachers
X	PL targeted toward career-ladder growth

vey after PL to assess if the content was useful and could be applied, observations/conversations by the service owner and formal observations as part of the PEP. The overall effectiveness analysis involves (from shorter to longer cycle time): the WF evaluation processes (see 5.2a(4)), with service owners providing topic-specific guidance to the evaluators, and CSS/SBS/SP results. For example, each year, the Math department meets with ES principals to discuss specific math strategies to look for during formal and informal observations, while the Cultural Competence questions in the CSS and SBS measure the overall effectiveness of the initiative.

5.2b(3) Career Progression

The LDMSP provides a systematic approach to career progression for all staff members as well as the identification and nurturing and development of aspiring leaders. AS supports succession planning and the development of future leaders within APS. Examples of opportunities for leadership development include: During summer school, current Assistant Principals (APs) serve as Principals; APs are appointed to selected committees and other leadership opportunities, where they learn from mentors’ critical leadership success skills; future leaders develop through the GMU Administrative Cohort program; a series of opportunities are provided for professional dialogue and learning through the Aspiring Leaders program; and two staff members participate each year in the Leadership Arlington program. Principals and supervisors mentor potential future leaders and provide opportunities for taking leadership roles in projects and committees. For staff members in career-ladder positions, supervisors provide ongoing PL and opportunities to build skills and increase responsibility. This process ensures that APS maintains a strong pool of highly qualified staff ready to move into higher-level positions (results available on-site), including leadership positions.

6 Operations

6.1 Work Processes

6.1a Program, Service and Process Design

6.1a(1) Determination of Program, Service and Process Requirements

APS has two key areas that determine the requirements for programs, services and work processes. State and federal agencies, such as the United States Education Department (USED), VDoE and the State Board of Education, are a key source of requirements. APS has a three-step process to meet or exceed these. First, staff members monitor specific listening posts such as memos from VDoE and changes in legislation from USED. Second, these changes are compiled into a checklist and assigned to appropriate SLs for necessary process changes. Third, the Supt follows up on the checklist to confirm all necessary changes have been made and then certifies to the appropriate organization that APS continues to meet or exceed the requirements. The APS stakeholders are the other primary source of program and service requirements. Service and process owners (“owners”) use a two-step process to establish requirements and corresponding indicators: 1) Ask the customer what is important to them, and 2) Measure what is important to the customer. Owners ask customers for their requirements using both passive and active approaches to listening to customers, as described in 3.1a(1) and 3.1a(2), and outreach to internal WF customers. The owners then translate these requirements into metrics, which are confirmed with the customer.

Data analysis of the Core Service metrics and scorecards determines if the program, service or process is meeting the standing requirement for all work systems of continuous improvement. If there are changes in requirements, or the program service or process is not meeting existing requirements, responsibility for further investigation is assigned to a qualified staff member. This individual, typically a Core Service owner, then begins the design process. As part of the design process, requirements are verified through advisory groups and two-way dialogue with stakeholders. For example, a key requirement of APS’s community is choice in educational opportunities for students. The division responds to this requirement by offering schools and programs with a variety of focuses, such as Spanish Immersion, IB, Arts/Technology, Montessori and STEM. In addition, SB policy allows each school the opportunity to develop school-specific Exemplary Projects that must: Enhance instruction for all students enrolled at the school; strengthen the school’s instructional coherence; build local community commitment to the school; and include a clear evaluation plan and reporting schedule.

6.1a(2) Key Work Processes

Figure 6.1-1 shows the KWP and requirements. Figure 5.2-1 shows how the professional standards for teachers align with the Plan – Teach – Assess – Reflect teaching cycle.

6.1a(3) Design Concepts

APS designs its program, services and processes as an extension of the requirements-gathering and confirmation process. The division has found that the best practice for making any change to a program, service or process is to involve stakeholders early, using a combination of one-way and two-way communications. The individual assigned to research and eventually own the new or changed program, service or process forms a design team who combines stakeholder requirements with organizational knowledge, industry best practices and educational theory to determine the draft key requirements, along with a high-level design responsive to the requirements.

The designs are constructed using the Core Services as building blocks. This practice is based on the Service-Oriented Architecture (SOA) model used in the IT industry to build software and systems. The SOA approach allows the designers to tap the subject matter expertise of the service owners, without needing to get into the details of how the specific Core Service functions internally. The Core Services themselves make new technologies and organizational knowledge available to every program, service or process.

The size and scope of the team can vary from a few individuals who are looking at making small, agile adjustments to an internal process using AIM to large teams with broad cross sections of stakeholders who are making adjustments to a key program or service. Regardless of the scope of the change, the basic process is identical. The requirements/design package is shared with identified stakeholders who provide feedback, identify risks associated with the change and typically change requirements based on new insights provided by the design. This feedback loop continues until stakeholders agree that the design will meet the needs. This approach of involving customers in the design cycle ensures that customers see value in the offering.

6.1b Process Management

6.1b(1) Process Implementation

To ensure that the day-to-day operations of work processes meet key requirements, every Core Service has an owner and all KWPs are associated with Core Services. The owner is responsible for gathering customer requirements, as described in 6.1a(1); documenting the process, as described in 4.2b(1); and overseeing the design, deployment (using Knowledge Management approaches described in 4.2b(1) and

Figure 6.1-1: Key Work Processes

Key Work Processes	Requirements	Results
Plan	Responsive to student needs and SOLs	Figure 7.3-1: Instructional Planning measure
Teach	Engaging; support; acceptance; motivation	Figure 7.3-1: Instructional Delivery measure
• Differentiate	Personalization of teaching and supports	
• Relate	Relevant connections	
Assess	Timely; authentic; informative	Figure 7.3-1: Assessment measure
Reflect	Authentic; actionable	Figure 7.3-1: Professionalism measure

PL processes described in 5.2b(1)), measurement, management and improvement of the process in accordance with the requirements. The owner monitors metrics to ensure the Core Service or process is being followed and continues to perform correctly. It is typically the owner who triggers the need for a process improvement based on regular analysis of metrics and listening to customers. Process owners meet with their supervisors four times yearly to review metrics, improvement cycles and resulting savings. Department scorecards track data from the interviews.

The specific measures resulting from the requirements-gathering step, available on-site as part of the process and service documentation, vary based on the process or service. Common metrics include minimizing rework (resulting in cost savings), on-time delivery according to requirements and overall customer satisfaction. For example, in the processes that comprise the teachers of the student instruction work system: Minimize the need to reteach content through planning, teaching, differentiating and relating (minimize rework, results available on-site); monitor student progress using common assessments (on-time delivery according to requirements, results available on-site); and track assignment completion (student satisfaction with the quality of assignments, results available on-site).

Most work processes fall under or correspond directly with a Core Service. Through the SOA model, this ensures that process requirements are in alignment with overall program and service requirements, as illustrated in Figure 6.1-2: APS Services Pyramid.

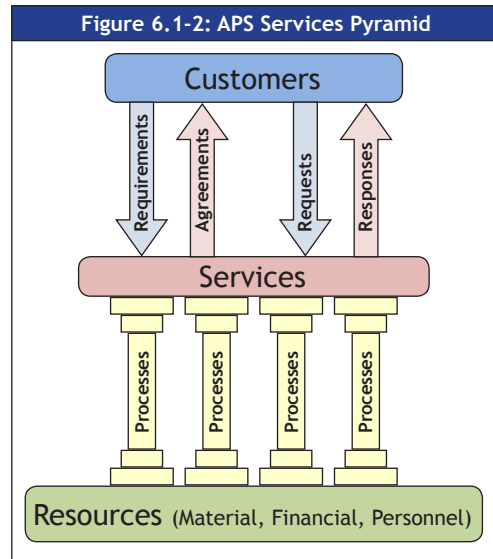
6.1b(2) Support Processes

SLs determine the key support processes by identifying functions necessary to operate a school system to achieve the SP goals that cannot be successfully accomplished with the core competencies needed for student instruction. Key support processes are reviewed annually as part of the budget process (see 2.2a(3)). Key support processes are grouped based on the core competencies needed to perform the process and then established as a department to implement the process. APS's key support processes are: AS, DoI, DSSSE, F&O, F&MS, HR, IS and S&CR. Key support processes follow the same design, build, monitor and improvement processes as those for the services and KWPs described in 6.1a(1), 6.1a(3) and 6.1b(1). These standards ensure the day-to-day operation of the support processes meets the organizational support requirements.

6.1b(3) Program, Service, and Process Improvement

The continuous improvement efforts of APS, as a public school system, are focused on what best meets the collective and individual needs of the students and their families.

Goal 3 of the SP calls for the establishment of PLCs, professional environments in which a school's teachers and administrators continuously seek and share learning, and then act on what they learn. The goal is to enhance their collaboration as professionals so that students benefit. In order to accomplish this desired outcome, APS is in the third year of its process of transforming the schools into PLCs using the approach described in *Learning by Doing*, a handbook by Richard and Rebecca DuFour. The DuFours define a PLC as



“an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” PLCs are guided by four essential PLC questions:

1. What do we want our students to learn?
2. How will we know if they have learned it?
3. How will we respond if they have not learned?
4. How will we respond if they already know?

A key component of school PLCs are the CLTs, where teachers and administrators operate as a team to plan curriculum, discuss individual student progress, make adjustments to instructional strategies and — if needed — develop intervention strategies to address targeted instructional needs of a student. The CLT work is guided by asking the PLC questions.

Students identified as needing additional support beyond the differentiation provided by a team of teachers are referred to as IATs, who longitudinally track students' responses to targeted interventions. The IAT process is currently being improved and will be integrated into the ATSS process. ATSS will create guidelines for appropriate student supports in alignment with the Response to Intervention (RTI) model and the central systematic tracking of students provided to individual students as well as the outcomes of those supports.

Aligned with the establishment of PLCs, APS has developed a standard Continuous Improvement Process (AIM) based on the “Toyota Kata” method for process improvement (see Figure 6.1-3) to meet APS's organizational needs. A team of staff members from each department developed this approach to continuous improvement over the course of three meetings, which would be used in every department throughout APS. After understanding the direction (a standardized process for improvement), the team members grasped the current condition by flowcharting how they currently made improvements. Analysis of the current improvement processes showed inconsistencies and the need for improvement. The team used benchmarks to review how other high-performing organizations approached this activity, and the Toyota Kata process was explored and determined to be the best model.

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Lastly, the team took the Toyota Kata process and modified the steps and language to be more compatible with APS culture and more implementable across the division.

Both the PLC and AIM questions focus on analyzing outcomes against desired results to reduce unacceptable variation, allowing for timely changes in processes using PDSA. They both empower people performing the process to improve the process using systematic approaches and clearly defined steps. The combination of PLCs and AIM forms the system of continuous improvement for APS.

6.1c Supply Chain Management

APS's most important supply chain is student progress through the grade levels leading to college and career readiness, as shown in Figure P.1-1: PreK to College and Career Continuum. ESs are suppliers for MSs, who are, in turn, suppliers for HSs. Within the schools, each teacher is a supplier for the teachers in the next grade, and each teacher is a customer of the teachers at lower grades. The service owners, who provide products (curriculum, assessments, materials, technology, facilities, etc.) and services (instructional best practices, ELL support, SpEd support, HR, PL, counseling, transportation, maintenance, data, etc.), resource the PreK to the college- and career-readiness supply chain.

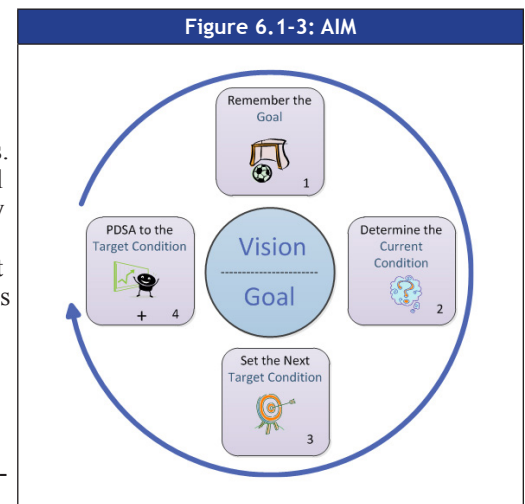
The division manages its supply chains by having the service owners act as supply chain managers. As a supply chain manager, the service owner monitors three main categories of performance metrics: time (Do all students have the prerequisite skills, abilities and knowledge to be successful at the next level?); cost (What are value-added and non-value-added activities, programs or practices?); and quality (To what degree or level are student requirements, expectations and scorecard targets being met?). For example, the social studies curriculum supervisor acts as the supply chain manager for student progress in social studies. The supervisor monitors student academic progress across APS in the area of social studies using metrics such as grades, enrollment in advanced courses, county-wide assessments and classroom observations. This allows the supervisor to assess student preparation for the next level (time), the value-added activities being performed by teachers (cost) and the alignment of teaching practices with established best practices (quality). The supervisor then adjusts the materials options, services or PL provided to the teachers to improve outcomes. Because schools are now beginning to function as PLCs, the teachers and school administrators work closely together on the school's internal supply chain, supporting the work of the service owners. The staff evaluation process, which focuses on the quality of professional practices, is a critical tool in providing feedback to suppliers and dealing with suppliers who are reaching to meet APS's high expectations for quality.

In order to keep risks acceptable, APS selects external suppliers who provide goods and services through a tiered competitive-bidding process with increasing competition requirements based on the amount of the purchase, or by riding contracts awarded by competitive bidding. The purchasing process includes establishing a list of requirements and systematically analyzing the suppliers against the requirements.

For competitions with more complex requirements, a prebid proposal conference is held to answer bidder questions. The objective is to obtain value for APS by selecting suppliers who are qualified to meet division needs and enhance division performance in alignment with customer requirements at the best price.

Potential and current suppliers access information about APS and the procurement process through the Supplier Guide published on the APS website. In a 2017 AIM cycle, APS added the MVV and SP goals to the guide. The division offers successful and unsuccessful bidders the opportunity for a 1:1 debriefing to provide two-way feedback on the RFP process (a 2014 AIM cycle improvement), which provides data for future AIM cycles. Once a purchase is made, the service owner monitors the supplier for the on-time delivery and quality of the goods or services. The owner engages in regular two-way communications with the supplier to provide timely feedback, ensure the understanding and meeting of all requirements, quickly address any concerns and help the supplier to improve its performance. When a supplier contract is due for its annual renewal, the purchasing office asks the service owner to evaluate the supplier on four criteria: timeliness, quality of goods/services, business relations and overall satisfaction. For poorly performing suppliers, the purchasing office begins a dialogue to address issues.

In the unusual event a poorly performing supplier is not able to address identified issues, the contract is terminated. In 2017, this process underwent an AIM



cycle. Service owners are now asked to evaluate suppliers' performance in January through a reminder in the monthly newsletter Procurement News. In addition, the purchasing office began recording the evaluations in a spreadsheet for an annual trend analysis.

6.1d Innovation Management

The APS process pursues opportunities for innovation by establishing a culture of continuous improvement through the AIM and PLC processes, and monitors improvements through key metrics (see Figure 1.1-1) with high-level targets for the metrics set through the SPP. Within this framework, several processes, resourced and prioritized through the budget process (see 2.2a(3)), are sources for pursuing strategic opportunities that are intelligent risks. First, the SPP sets the overall direction for the organization and identifies broad intelligent risks through the listed strategies. Second, the PEP

process (see 2.1a(4)) identifies needed meaningful changes to the division's programs to create value for students and other stakeholders. Third, the DP and SMP process (see 2.2a(1)), starting with the SB priorities, creates an annual cycle of improvement that may require innovation. The foundation for all innovation is the division's knowledge management processes (see 4.2b(1)), which establish a source of innovative ideas from the WF. For example, when a group of schools' scorecards were not showing sufficient improvement, DoI formed a partnership with the University of Virginia. The result was the creation of the ELC, a new approach where AS, DoI and DSSSE work collaboratively with school administrators to build, monitor and revise the SMPs on a 90-day cycle. The result has been an increase in schools that are fully accredited.

6.2 Operational Effectiveness

6.2a Process Efficiency and Effectiveness

As a school division, there is always a need to balance costs against the needs of students and other customers. APS performs this balance through the budget process (see 2.2a(3)), listening to all stakeholder groups and adjusting resource allocations appropriately. Salaries and benefits account for 80 percent of the total APS budget and more than 85 percent of the school budgets. The budgeting process controls costs based on the number of positions, predominately by using planning factors to align the number of positions with student enrollment. APS controls costs for individual positions by placing all positions on a salary scale and comparing APS compensation to those of local jurisdictions.

As members of school PLCs, teachers and administrators closely monitor student progress against established metrics through multiple systems, such as formative assessments. When there's an identified need, systematic interventions take place to ensure that every child is successful. This reduces the need for students to repeat courses, which is costly for both APS and the student. Early interventions through the emerging ATSS program ensure students remain on a successful path throughout their time at APS. This practice minimizes the need for costly longer-term interventions, such as SpEd services. Core Service owners use the metrics associated with each service to meet or exceed customer (effectiveness) and internal (efficiency) requirements. For example, the Aquatics department monitors customer satisfaction with services as an indicator of effectiveness, while the number of timecards approved by the assigned approver is a measure of efficiency of the payroll process.

To control purchasing costs, all major purchases are conducted through competitive bidding processes or by riding contracts awarded through competitive bidding, per Virginia regulations for government organizations. An efficient "punch-out" process conducts small purchases through the Oracle purchasing system (STARS), reducing labor and paperwork costs. In 2013, based on the recommendations of the Budget Advisory Committee, a budget analyst position was created to specifically review the budget for redundancies and potential efficiencies. To control operational costs, process owners monitor the quality of the process using established metrics and initiate AIM improvement cycles when the desired outcomes are not being achieved.

6.2b Management of Information Systems

6.2b(1) Reliability

APS defines information system reliability as "information gets to the right people at the right time" (Figure 4.2-1 APS Fact-Based System Criteria). The division ensures the reliability of its information systems through a three-step process: 1) Prioritize information based on stakeholder requirements; 2) Ensure the data is available "anytime, anywhere, any device" on systems that are designed to industry best practices such as virtualization, redundancy and automatic failover; and 3) Actively monitor information system availability. For example, APS has two data centers at physically different locations with redundant network paths to house high-priority student data in the SIS. Data is kept in real-time synchronization between the data centers. In 2016, APS improved this approach by establishing a private fiber connection to Equinix in Reston, VA, and has leased space in its managed data center to house critical information and services. Other examples, including examples of external cloud-based services, are available on-site.

6.2b(2) Security and Cybersecurity

APS defines safety as anything which may cause harm and security as a special case of safety where the harm is purposeful. Cybersecurity is a special case of security where the harm is conducted electronically. APS uses a six-level overall approach and a five-step implementation process to ensure the security and cybersecurity of, the appropriate access to and the confidentiality of sensitive or privileged data and information. The six-level overall approach is :

1. Containment: Knowing where information is stored and classifying the importance, sensitivity and retention requirements for the data
2. Access Control: Limiting the mechanisms by which information can be accessed
3. Access Authorization: Limiting who can utilize those mechanisms
4. Fortification: Implementing independent or redundant secondary systems that enforce or augment access control measures
5. Monitoring: Logging and providing notification for when measures are challenged
6. Auditing: Reviewing the effectiveness of the measures

Within this structure, data and information go through a five-step process:

1. Identify the containment and access control requirements for the data.
2. Select an appropriate system repository to house the data in response to the containment and access requirements.
3. Update the existing access authorization processes to accommodate the new data.
4. Fortify the defenses of the data repository , as appropriate.
5. Add the data to the auditing process.

The overall approach and implementation processes are identical for both electronic and physical data while the specific tools used differ. For example, controlling access to physical versions of student records maintained in paper copy is implemented by locking the files in cabinets and providing keys to authorized staff. Controlling access to electronic ver-

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sions of student records is implemented by assigning rights to authorized staff members to specific data fields.

The division's cybersecurity approach fortifies the defense of the data repository (step 4) by inserting intermediary systems (firewalls/proxies/filters) between the systems housing the data and users seeking to access the data in order to both independently monitor access and block alternate access mechanisms (hacking). These intermediary systems are managed independently of the in-system access controls, and generally represent different underlying technology with different risk profiles from the protected system. Cybersecurity breaches are detected through a combination of system log analysis, usage trend analysis, and intelligence sharing with both internal and external resources. Cybersecurity situational awareness is maintained through regular reading of IT industry news, subscriptions to threat notification services (i.e., US-CERT) (which also serves to identify which information technology systems are most likely to become a target of a cybersecurity attack), review of vendor change-logs and release notes, as well as security conferences and training. In the event of a breach, APS follows a three-step process: 1) close the breach mechanism, 2) identify the scope of the breach, 3) recover stakeholder confidence. For example, in 2016 an outside organization notified APS that a small number of staff member W-2s were found on a server in another state. The division worked with security professionals and authorities to determine the cause (unauthorized password resets) and scope of the breach, promptly changed the method for performing password resets on STARS, and provided identity protection services to the affected WF members. Details available on-site.

6.2c Safety and Emergency Preparedness

6.2c(1) Safety

Every day, families trust APS with their most precious possession, their children. Student safety is of the highest priority for APS. APS works to maintain a safe environment to maximize academic achievement and provide for the safety and security of students, staff, visitors and buildings. All staff play a role in some aspect, and there is ongoing coordination with local, state, and federal agencies.

The safety processes begin with each child's first contact with APS. The transportation system ensures that students on their way to and from school do not have to perform tasks for which they are not developmentally ready. APS carefully trains and monitors bus drivers and provides systematic retraining, as needed. The Transportation Department ensures the safety of all buses through vehicle pretrip and post-trip inspections. More than 90 percent of drivers have completed the American Red Cross Cardiopulmonary Resuscitation (CPR)/First Aid course. The use of cameras on APS buses improves student safety, deters vandalism, helps to ensure appropriate behaviors and enforces good driving practices. In six years, all buses in regular use will have a camera system. Crossing guards work at strategic locations, and APS works with ACG to establish crosswalks and signals at needed locations. A 2015 innovation to the School Bus Camera program is the placement of flashing red-light enforcement cameras on buses that serve routes where cars frequently, illegally and, most importantly, dangerously pass buses that are picking up or dropping

off students. The vendor provides the cameras at no charge to APS, recovering its costs by keeping a share of the fines. This innovation allows APS to improve student safety at no cost to the division. (The program was placed on hold temporarily, as it required Virginia to alter legislation permitting the mailing of summonses for school bus stop-arm violations. The new laws took effect July 1, 2016.) In 2016, APS collaborated with Arlington first responders on three innovative initiatives: 1) a red/green clipboard, with laminated safety procedures and a fire plan, that teachers can slip under their door to indicate the status of the room in the event of a lockdown; 2) IP cameras that first responders can access remotely; and 3) radios for school administrators that communicate directly with first-responder radios.

The SROs are an important security asset in providing safe schools, establishing positive relationships with students and supporting schools in conducting and evaluating emergency preparedness drills. SROs — uniformed police officers specially trained to work proactively with youth — work at secondary schools and rotate through the ESs. Building supervisors monitor physical plants for Occupational Safety & Health Administration (OSHA) compliance and address issues based on audits. Regularly posted compliance data can be found in the buildings in visible locations. In the event of an incident, the supervisor performs a root-cause analysis and makes the necessary change to the process or condition that caused the incident. The APS Risk Manager, who owns the risk management Core Service, monitors compliance data and makes changes to the processes using AIM to align outcomes with desired goals.

Varying OSHA requirements accommodate differences in the WF safety and health requirements, with compliance reported per federal laws. For example, the chemicals used by custodial staff, pool staff, art teachers and science teachers are subject to OSHA requirements. In 2015, the Materials Safety Data Sheets (MSDS) were transitioned from binders to an online system with access icons on computer desktops. This improvement increased accessibility while reducing costs to maintain binders at multiple locations.

6.2c(2) Organizational Continuity

The emergency preparedness Core Service owner coordinates APS's emergency preparedness process. In the event of an emergency, APS puts the safety of its students as the highest priority. The Emergency Management Plans and Reference Book (EMPRB), which describes response actions and responsibilities, maintains procedures for 27 types of emergencies. Representatives from all stakeholder groups, under the direction of the Core Service owner and AsstSupt for AS, update the EMPRB annually. All schools and offices maintain copies, and teachers receive an abbreviated version. In addition to the EMPRB, school-/site-specific Fire Safety Plans are updated annually. All facilities perform emergency preparedness drills for areas such as fire, earthquake and student safety. At the conclusion of each drill, the drill "owner" performs a debrief with key staff to identify areas for improvement. The service owner monitors the drill-compliance data and addresses compliance issues, as needed. Resource officers and the Fire Department staff work closely with school personnel

to minimize preventable emergencies, such as traffic safety issues and fire hazards.

In the event of an emergency, APS follows the established communications procedures in the EMPRB. If an emergency closes an APS facility, robust technology tools, such as Blackboard, Google Docs™, social media, text messages and email, ensure the continuity of instructional delivery and WF productivity. For example, when a snowstorm prevented students and staff from traveling safely to school and work for several days, teachers disappointed the students by continuing instruction and learning electronically. HR exercised the emergency clause in the telecommuting policy, permitting approved staff members to remain productive.

APS communicates emergency information with stakeholders through School Talk (email, voicemail, text messaging), APS’s website, AM channel 1700, local commercial broadcasters, Facebook and Twitter. A SnapShot on emergency preparedness and information in the APS Handbook keeps families informed of APS’s preparedness. APS sits on the policy team for the Arlington County Office of Emergency Management, which has oversight for emergencies beyond the scope of the schools.

The “Anytime, Anywhere, Any Device” IT vision drives improvements of systems in the event of an emergency. To ensure that information systems continue to be secure and available to serve students, other customers and organizational needs during a disaster or emergency, off-site and redundant secure facilities house key data systems, as described in 6.2b(1). APS has also partnered with ACG to build a redundant fiber-optic network, connecting all facilities — this will supplement and eventually replace the INET. The new single sign-on system, OneLogin, provides a web interface that is available both inside and outside of APS’s network to the division’s critical systems.

7 Results

General indicators of organizational excellence include (other examples available on-site):

The 2017 Niche rankings identified APS as top division in Virginia for the third consecutive year.

The 2016 Washington Post Challenge Index ranking all APS HSs in the top 3% in the nation for the seventh consecutive year.

Dr. Murphy was selected as Virginia’s 2015 Superintendent of the Year and was one of four finalists for the National Superintendent of the Year.

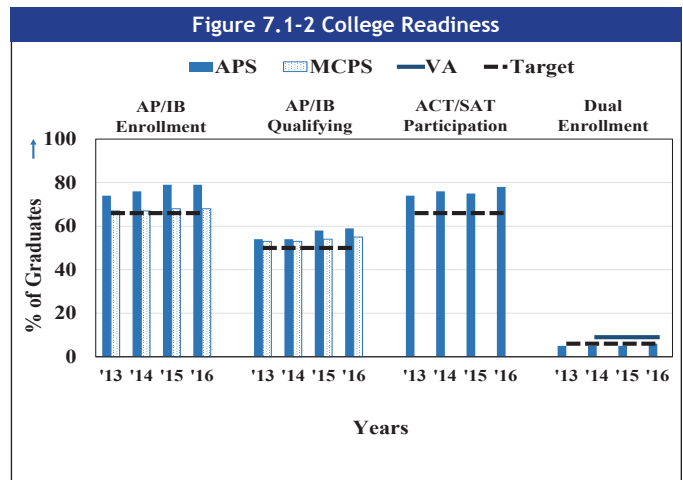
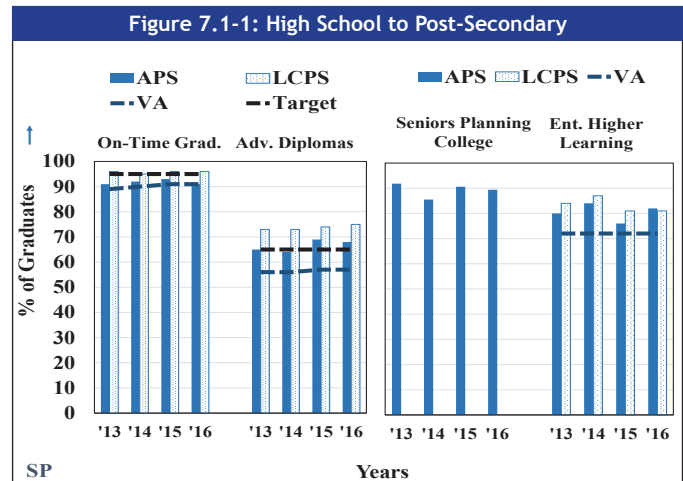
Due to space limitations, only some of APS’s results are presented in Category 7, additional results are available on site. Results for the APS SP are labeled. All SP outcome results and most other outcomes are available on-site by the segments listed in Figure P.1-8 as appropriate. The APS academic year starts with the first Tuesday in September and the fiscal year starts July 1. APS typically reports student outcomes for the academic year, and other results for the fiscal year.

The arrow in the upper left hand corner of the graphs indicates the desired direction of the result. An asterisk in the results indicates a change in the assessment.

7.1 Student Learning and Process Results

7.1a Student Learning and Customer Focused Results

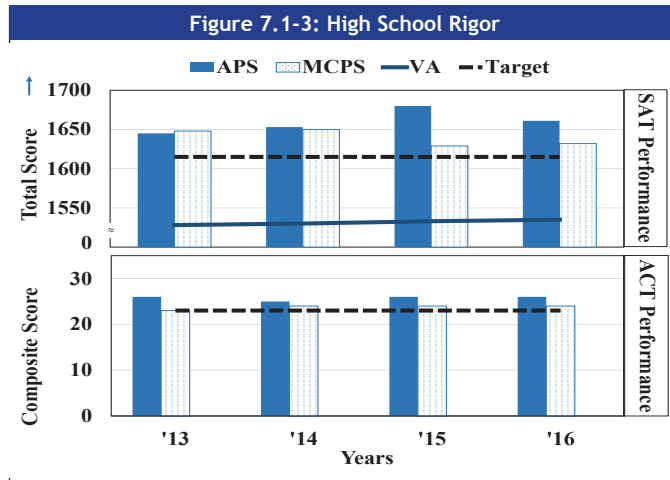
APS’s key measures of student learning outcomes are found in Goal 1 of the SP, which directs the staff to ensure that every student is challenged and engaged. One indicator of engaging education is students graduating HS and continuing to college. Of 1,351 students in the Class of 2016, 90% of whom (93% for the comprehensive HSs) plan to attend college. An indicator of challenging education is the rigor of the curriculum. For the Class of 2016, 79% completed one or more college level course in AP, IB or dual-enrollment (Figure 7.1-2) and 68% received an Advanced Studies Diploma (Virginia’s most rigorous diploma) (Figure 7.1-1) and a 12% increase over the Class of 2009. Participation (engagement) in ACT and SAT exams has shown a steady increase, as has the percentage of students receiving a qualifying AP/IB score (challenging). Figure 7.1-1 also shows results for students



entering institutes of higher learning. Due to how Virginia gathers these numbers, APS believes the rates are low and should only be used for comparison purposes. Another indicator of challenging education is student performance national benchmark of the SAT and ACT exams. Many divisions artificially inflate this score by limiting the students who take the exam to those most likely to perform well.

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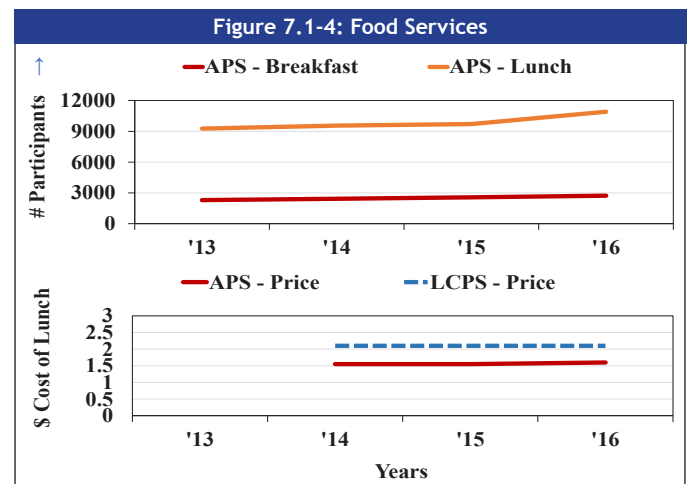
APS takes a different approach, encouraging students to take the exam and still receives outstanding results as shown in Figure 7.1-3. APS graduation rates have steadily climbed for all students and the APS dropout rate has decreased by 52% since 2009, reaching an outstanding 5% in 2016. The dropout rate at the comprehensive HSs is essentially 0%, nearly all of



the dropouts are students, many of them adults, who recently immigrated to the US arriving with little formal education. Details available on-site.

Indicators of excellence for the key services of SpEd and ELL can be found in Category 7.4 as measured by the closing of gaps. The key measure of academic planning, the path students take through the A2E model, is the completion of an academic plan. Every APS student has completed an academic plan for 10+ years. Measures for Summer School, Gifted Services and Graduation Support are available on-site.

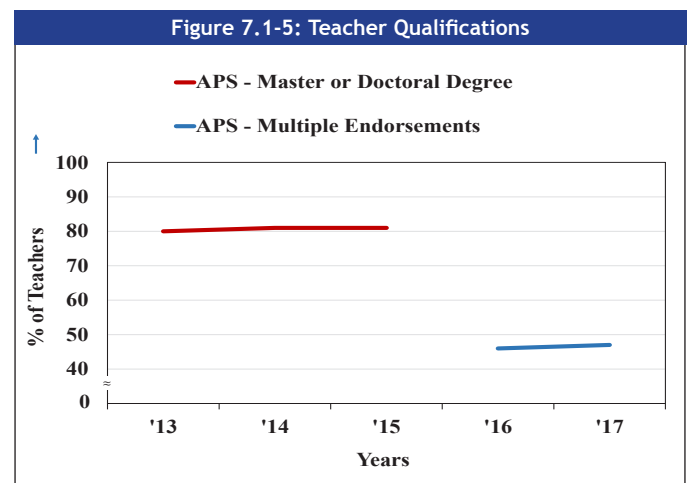
The key non-instructional services that directly serve students are Food Services, Transportation services and Extended Day services, while the quality of staff (teachers, administrators, etc.) and the division as a whole are indirect services that are important to students. Technology is transitioning from being an indirect to a direct service. Students who eat school breakfast are less likely to struggle with hunger during their lifetimes. On average, students who eat school breakfast have been shown to: attend 1.5 more days of school per year, achieve 17.5 percent higher math scores and are 20 percent more likely to graduate from high school by attending class regularly. Participation in meal programs is essential to rising student achievement and elimination of gaps. APS has been successful in growing student access to meals while keeping prices below other divisions (Figure 7.1-4) and the Extended Day program continues to grow while remaining affordable. Between September 2012 and September 2016, before school Extended Day enrollment has increased from 934 students to 1,596 students and the after school program has increased from 3,117 students to 7,755 students. Extended Day integrates with the APS instructional program through Reading Rodeo (literacy) and STEM activities. From September 2016 through November 2016, 7,218 Extended Day students spent 243 hours participating in 240 Reading Rodeo activities and 4,613 students spent 209 hours participating in 191 STEM activities. APS keeps



Extended Day costs affordable through a sliding fee schedule based on income. For example, families at Abingdon earning less than \$8,000 per year pay \$2.00 per month for each child for before school care, while families earning over \$65,001 pay \$90.00 per child, details available on-site. Transportation Services is currently improving the data gathering ability for on-time bus arrival, results available on-site.

Most measures of staff quality can be found in Category 7.3, in addition Figure 7.1-5 shows that a high percentage of teachers have advanced degrees and nearly half have multiple endorsements. In addition, 5.9% of APS teachers are Nationally Board Certified, this compares with 4.5% in Virginia and 3% nation-wide. Additional details such as specific endorsements, additional years of data and targets are available on-site.

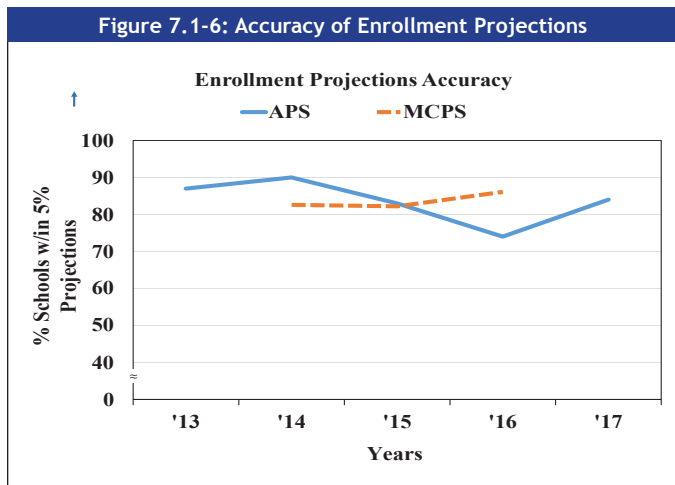
The division has eliminated the digital divide by providing all students Grades 2-12 with a personalized device and has issued 300 MiFis to students who do not have Internet access at home. The key measure of school quality and division quality as defined by the state are accreditation and meeting the SOQs respectively. All of APS's schools are fully accredited, which compares very favorably with the state average of 82% and 98% for LCPS, and APS has met the SOQs for 20+ years.



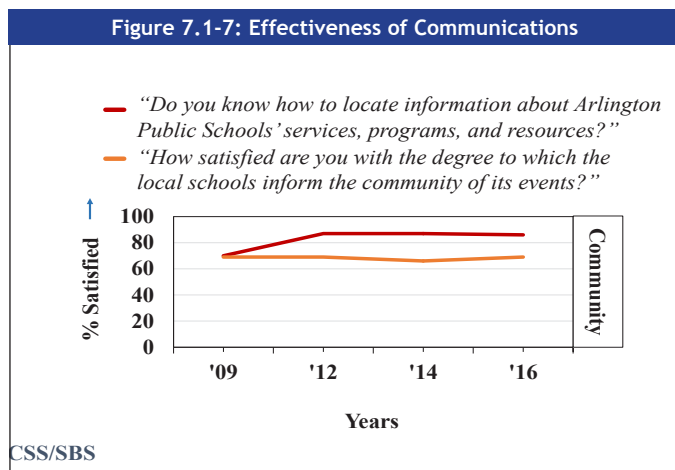
7.1b Work Process Effectiveness Results

7.1b(1) Process Effectiveness and Efficiency

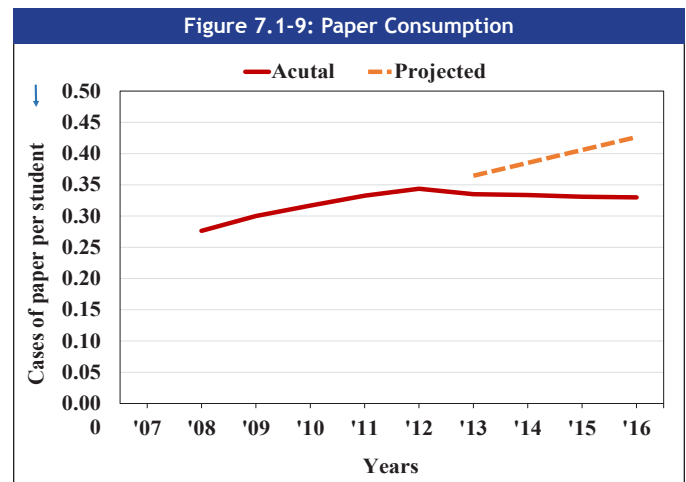
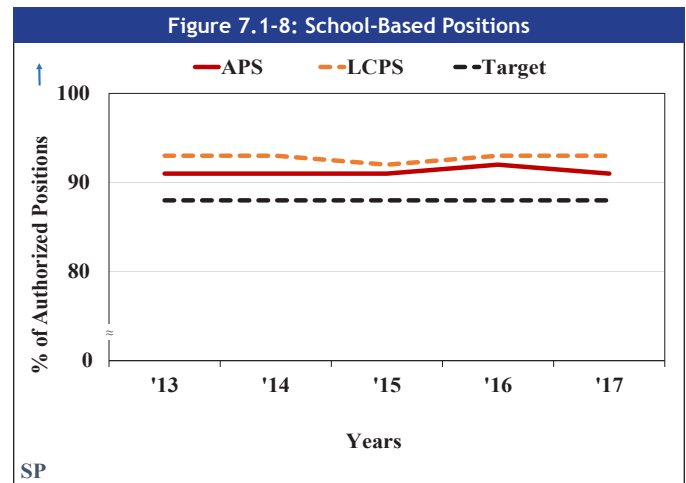
The measures for the effectiveness of APS's key work processes are the student outcome found throughout Category 7. APS's key support processes are measured using the Core Service metrics. A complete list of these metrics is available on-site. The following are a few examples with the key support process identified. Figure 7.1-6 provides an example metric of the F&O process that demonstrate the quality of the process the percentage of schools that fall enrollment was within 5 percent of projected enrollment. APS enrollment projection accuracy compares well with



MCPS; recent declines in accuracy are due to the rate of enrollment growth, which makes accurate predictions more difficult, and an unprecedented event in 2015 where a large number of families left a few schools. Another example of excellence of effectiveness in support processes is the uptime of core technology services (IS). Keeping these services up and running is essential to instructional functions such as Personalized Learning initiative and extending the school day. APS's core network services have an uptime of greater than 99.9%. Data disaggregated by technology system for the past 5 years is available on-site. A key measure of communications effectiveness is community awareness of APS events, programs and services. Figure 7.1-7 shows the division's



communications processes (S&CR) are very effective and the school communications processes are improving. These recent improvement has a correlation with the establishment of the innovative school PR Liaisons. A measure of productivity is seen in Figure 7.1-8, APS steadily increased the percentage of school based position (FMS), reducing per student central office overhead. Another measure of efficiency is the reduction of paper usage because of increased use of online tools such as GSuite (an innovation for APS), which allows teachers to distribute and students to hand in work electronically (INS). Figure 7.1-9 shows that APS is consuming 2,000 fewer cases of paper than it would have without the innovation. This change not only saved APS \$136K over three years, it significantly reduced the cycle time for submitting and returning student work. Students can now submit work upon completion, rather than having to wait until the next class period, (as much as two days for blocked classes, which meet every other day). Cycle time is also reduced for teachers returning assessed work to students for the same reason. In another innovation, the transition from shared to personal student devices (IS/INS) has created a significant efficiency in the use of 'instructional minutes', the time when the teacher is with the student focused on instruction and student learning. APS transitioned from computer labs to computer carts several years ago, creating a space efficiency (F&O, results on-site). Even with a cart in a classroom it takes approximately 6 minutes for the students to retrieve the



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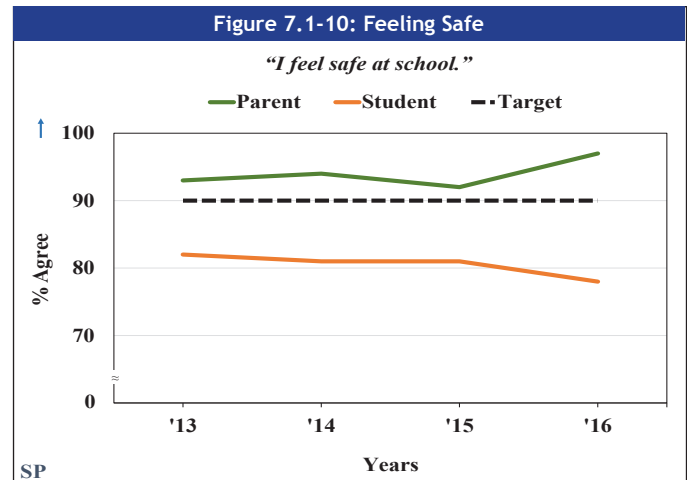
computer, get logged in and be ready to learn. With personalized devices, this time is reduced to 1 minute. The 5 minutes of instructional time are 1% of the instructional day. Since nearly all division functions are built to support instructional minutes, this 1% increase in minutes can equate to 1% of the APS budget, or \$6M per year in increased value if students use technology once per day. E-flyer delivery has eliminated nearly 4 million sheets of paper being sent home monthly in backpack mail, saved 475+ trees and reduced costs by \$2.1 million from both printing costs and staff time to distribute flyers.

Other examples of process effectiveness include: since 2009 100% of major construction projects (F&O) have tracked on schedule and within budget; the number of strategic partnerships (S&CR) has increased steadily from 120 in 2009 to 200 in 2015, and is projected to hit the target of 240 by 2018; the cold-start program increased on-time bus arrival by more than 4% in January and February of 2016; On July 1, 2016, APS successfully transitioned to a new website platform, utilizing open-source software that supports a flexible format for future site development and expansion. Since August 1, the website has generated more than 2.1 million page views, averaging 260,000 views per months. Approximately 47.5% of website views occurred on a mobile device; the number of students exited from SpEd increased from 114 in FY14 to 123 in FY15; 69% of ELL students (including SpEd ELL students) have been on their current English Language Proficiency (ELP) level for one year; and over 91% have been on their current ELP level for one or two years (target is to have 100% of non-SpEd ELL students be on their current ELP level for one year); and three schools are RAMPed (a measure of quality for counseling services, DSSSE). In preparation for an intruder emergency and to improve building security, APS has increased the number of cameras in buildings from 68 analog and 18 IP cameras (86 total) in FY15 to 14 analog and 221 IP cameras (235 total) in FY16. In addition, there are 207 cameras, including 18 stop-arm cameras, installed on buses. APS is innovating stop-arm cameras and is one of two divisions in Virginia using the cameras. Since October 3 2016, Arlington Police have issued 300 violations using evidence from the stop arm cameras and APS has collected \$50K in fines. Most importantly, bus drivers are reporting that more cars are now stopping for school buses picking up children. Updated numbers results and additional results such as the percentage of time cards approved by the approver (HR), percentage of staff which are P-Scale (supervisory- HR), SchoolTalk messages per month (S&CR), findings from the internal auditor (SB) and SpEd audits (DSSSE), results from building quality inspections (F&O), costs per student device (IS), virtualization of servers (IS), security incidents, cybersecurity measures, and staff diversity (HR) are available on-site.

7.1b(2) Safety and Emergency Preparedness

The center of the APS Safety and Emergency Preparedness system is the EMPRB, which was updated in 2016 in collaboration with ACG for the second consecutive year. Because APS has never had a major safety emergency, the effectiveness of the approach is measured by the perception of safety at school and compliance with the plan. Figure 7.1-10 shows that parent's perception of safety is increasing

while student perception is experiencing a small decline. This difference is attributable to the different perceptions of adults and students in what constitutes safety. Adults are more concerned about items external items such as fire or an intruder, while students are more concerned about peer interactions such as bullying (See 7.4a(4)). In September 2016, 100% of schools and departments conducted reviews of the handbook with staff members. The handbook includes required safety drills, measured by completing the drills on time. In 2009, less than 40% of schools performed the required four fire drill during the month of September. In 2012,



the number increased to more than 50% by 2014, it was more than 95% and in 2015, it remained above 90% with three schools completing three of the four drills and the remainder completing all four. The division is now focusing on getting those same high rates of compliance with the remainder of the months and drill types. For 2014 86% of all drills were completed on time, in 2015 90% were completed on time and in 2016 88% were completed on time. Data disaggregated by drill type and school as well as 2017 data available on-site. APS improved the data-reporting process on these drills in fall of 2016, the response times are now gathered as part of the electronic drill reporting process (rather than on a separate sheet of paper). This created an efficiency and made the data more accessible for analysis. Figure 7.1-11 shows the response times for required drills during the 2016-17

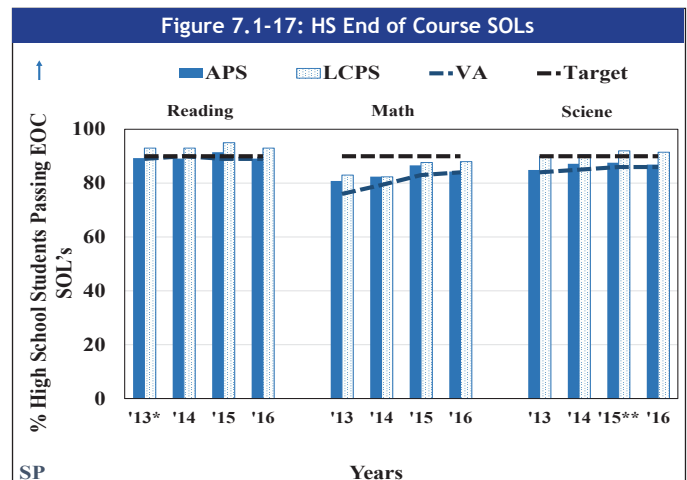
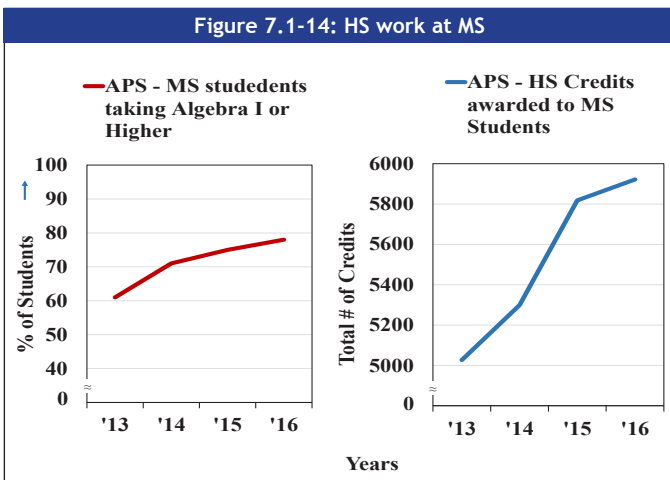
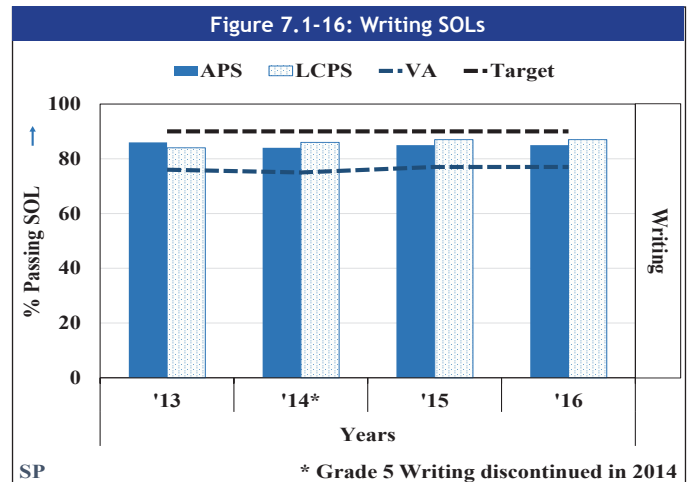
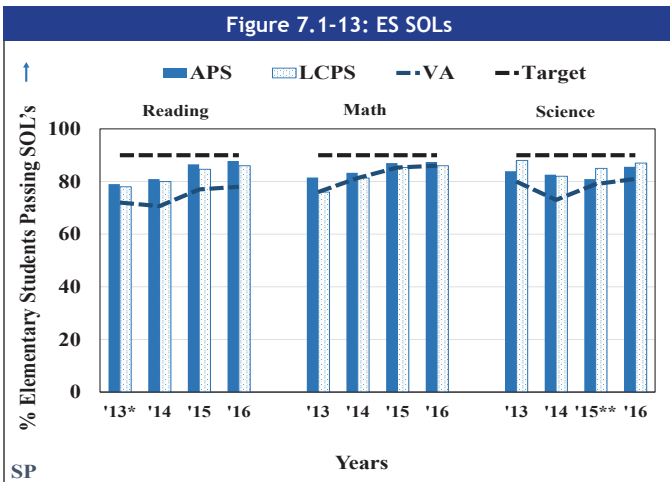
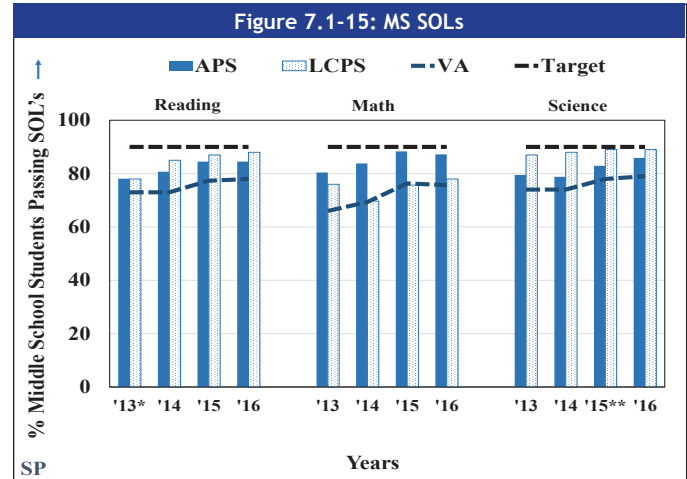
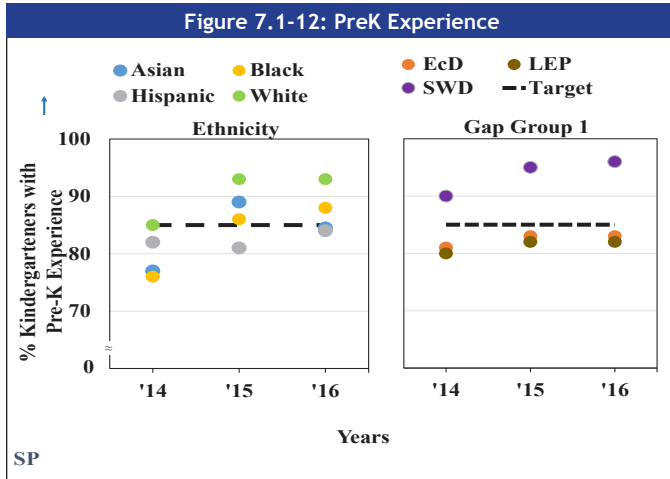
Figure 7.1-11: Drill Response Times (in minutes)

Month	Bus Evac.	Earth-quake	Fire	Lock-Down	Secure Building	Tornado
Sept '16	16.9		3.8	7.7		
Oct '16		4.3			4.5	
Nov '16			3.4			
Dec '16				7.4		
Jan '17			3.7	7.0		
Feb '17	18.9		3.1			
Mar '17			3.4			6.2

school year to date (blanks are not required). Prior years data available on-site.

The innovative process of collaboration between the school system and first responders is progressing according to the schedule. In 2015, APS upgraded 56 radios to connect to the first responder's network, with 25 additional upgraded

in 2016. APS is also installing distributed antennas in our buildings. This allows first-responders radios to function in all locations within the building, seven buildings have been upgraded two date. The fire marshal inspects APS buildings annually; the goal is to have no fire violations. Results for buildings with no violations has improved from 54% in 2013



to 64% in 2014 reaching 80% in 2015, 2016 data available on-site.

The division emphasizes safe behaviors from our students on areas such as playgrounds and staff members as they perform their duties. APS has had no OSHA audits for 10+ years, a strong indication of safe-workplace practices. In addition, between 2015 and 2016, Worker’s Compensation injuries declined by 25%, updated results, including OSHA reportable incidents, costs for employee injuries and data on student injuries are available on-site.

7.1c Supply Chain Management Results

APS’s most important supply chain is student academic growth as students move through the K-12 continuum. The beginning of the supply chain is a student who is ready for KG, for which the key indicator is PreK experience. Figure 7.1-12 shows that the percentage of students enrolling in APS with PreK experience continues to grow. The SOLs are the state End-of-Course (EOC) tests and form the foundation for monitoring progress on the division’s internal supply chain. Figure 7.1-13 shows a steady increase for APS students in Reading, Math and Science SOLs, indicating the ESs are doing an exemplary job of preparing the students for MS. (In 2015 Virginia decreased the number of grades tested in science to one per level.) Likewise, Figure 7.1-14 shows outstanding preparation for HS by the MSs. The MSs are exceeding supplier requirements by helping students to take Algebra 1 before 9th grade (a key indicator of on-time graduation) and providing an increasing number of HS credits at the MS level, which helps students, obtain an Advanced Studies diploma. Likewise, the Writing SOLs, a combination of pass rates for ES, MS and HS show a favorable trend and significantly exceed state averages. The effectiveness of the ES to MS to HS supply chain is seen in the very high HS End of Course SOL pass rates show in Figure 7.1-17 as well as the overall measures of performance described in 7.1a. Social Studies results and results disaggregated by school are available on-site.

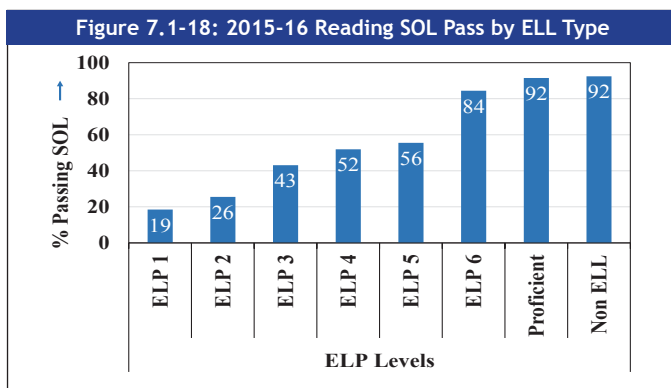
Another key indicator of internal supply chain is contiguous education, when a student progresses normally through classes and grades. Interrupted education occurs when a student repeats a grade (interruption of grade progression), or is suspended out of school (interruption of class progression). In 2015-16, according to the VDoE calculations, 1.2% of

APS students repeated a grade, down from 1.4% in 2014-15. APS believes these numbers are artificially high as the VDoE approach for calculating retentions include SpEd students who repeat grades until they age out of public education at age 22. According to a National Institute of Health study, the nationwide retention rate is 3.5% and the Virginia rate is 3%. APS has an extremely low suspension rate (operationally defined and the number of out of school suspensions divided by the total enrollment). For 2009-10 school year, the APS suspension rate was 2.08%, which compares very favorably with the Virginia rate of 14.58%. For the 2014-15 school year (the last year for which state level data is available), the APS suspension rate had dropped to by 41% to 1.22% while the Virginia rate dropped by 22% to 11.38%.

ELL students progressing through the ELP levels are a strategically important supply chain for APS (see 7.4b). Figure 7.1-18 shows that students pass rates on the reading SOLs steadily improves as their English improves and that students who have exited the program (Proficient) pass the Reading SOLs at a level indistinguishable from non-ELL students.

For external suppliers performance is measured at the point of contract renewal, typically annually. Service owners grade the supplier on four criteria: Timeliness, Quality, Business Relations and Customer Satisfaction. APS is currently in the process of migrating the data from paper to electronic records. A sampling of the data shows a Quality score of 4.5 out of 5 for FY2016, up from 4.43 for FY2015. For Food Service suppliers, the key indicators are fill rate and cases of local produce (4157 cases to date for the 2016-16 school year). In August 2015, APS won the Virginia School Board’s Association Food For Thought award in the Healthy School Meals category for our commitment to a sustainable farm-to-school program and partnership with farmer to provide locally grown produce in the division’s cafeterias. (In the 2015-16 school year, APS purchased 41,829 pounds of local fruit from Kilmer’s Orchard in West Virginia.) An innovative approach to filling orders was instituted in 2016, resulting in a 2.19% increase in fill rates. APS is currently partnering with Transportation suppliers to minimize shop turn-around time on repairs, ensuring that all of our future SpED buses are wheelchair ready, and that all buses are under 40 feet which will simply routing by ensuring every bus can navigate every route. For construction suppliers the key measure is cycle time, getting the necessary materials quickly. APS has made two innovations in this area. First, the Purchasing office has developed a booklet of pre-approved items that can be purchased without requiring a bid. Second, APS performed a study for electrical supplies and realized that while the cost per item varied by supplier the cost for an average ‘shopping cart’ was less expensive at a supplier located in Arlington. The subsequent agreement allows APS to purchase all electrical materials from this supplier, significantly reducing the need for staff drive to multiple sites to obtain

Figure 7.1-18: 2015-16 Reading SOL Pass by ELL Type



materials. Results for all external supplier measures are available on-site.

7.2 Customer-Focused Results

7.2a Student- and Other Customer-Focused Results

7.2a(1) Student and Other Customer Satisfaction

The CSS and SBS ask numerous questions about the satisfaction of students, families, staff and the community at large with the services of APS. For example, APS asked parents 37 questions in the 2016 CSS. The following are a select subset of these indicators; all others are available on-site. For example, APS has a long tradition of asking stakeholders to grade us (Figure 7.2-1). These grades provide a holistic gauge of the overall satisfaction with the services provided by APS. As a comparison, a Phi Delta Kappa/Gallup Poll, which does not break down results by subgroups, provides a 2016 nationwide benchmark of 48% of respondents giving their community schools an A or B. As a local comparison, according to a 2016 MCPS poll of ES, MS and HS parents (MCPS only publishes parent data disaggregated by level), parents give their schools an A or B at a rate of 83.5%, 79.7% and 78.7% of respectively. Grades given by the teachers, parents and students all trend positively and the directly comparable parent results compare favorably with MCPS. High-quality academic planning is essential for students to graduate college and career ready. Parent (or family) satisfaction in academic planning is a measure of APS's effectiveness of involving families in these key student supply-chain decisions. Figure 7.2-2 shows the MS

and HS parents are satisfied with academic planning at a very high level and in another example of customer satisfaction, parents are very satisfied with family involvement and communications and that their tax dollars are being well spent by APS. In another example, customers of Aquatics (External) and the Service Support Center (internal) consistently provide satisfaction scores above 90%. APS customers are very satisfied with our information nights. APS received 100% satisfaction from Kindergarten Families with the value received at our Information Night. (81% strongly agree; 19% agree and 1,500+ watched live on Facebook), 87.5% satisfaction from High School Families with the value received at our Information Night. (37.5% strongly agree; 50% agree; 12.5% not sure) and 97% satisfaction from our Middle School Families with the value received at our Information Night. (67% strongly agree; 30% agree; 2% not sure)

Additional measures of staff, parent, student and community satisfaction such as perceptions about APS's success in closing the achievement gap, community access to school facilities, satisfaction with school health services, and feelings about class size available on-site.

7.2a(2) Student and Other Customer Engagement

Engaged students complete school, numerous APS processes work in an integrated fashion to ensure students stay in school as evidenced by the significant decrease in the key engagement measure of dropout rate, described in 7.1a. Figure 7.2-3 shows that the dropout prevention process is in control with decreasing variation in the monthly dropouts during the school year. Most dropouts occur during summer, the division is seeing a gradual but steady decrease in summer dropouts despite growing enrollment. Data disaggregated by school and gap groups available on site. Two of the key leading indicators for dropout prevention are attendance and grades. Students who are habitually out of school without justification are considered truant, truancy is the extreme case of attendance issues. Figure 7.2-4 shows that APS's truancy rates are extremely low.

Figure 7.2-5 shows that attendance levels for secondary

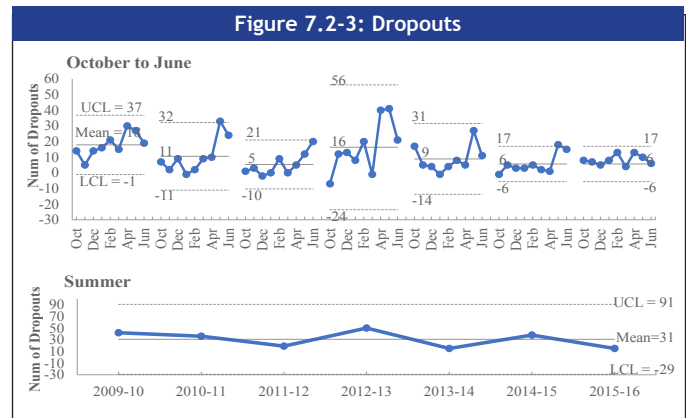
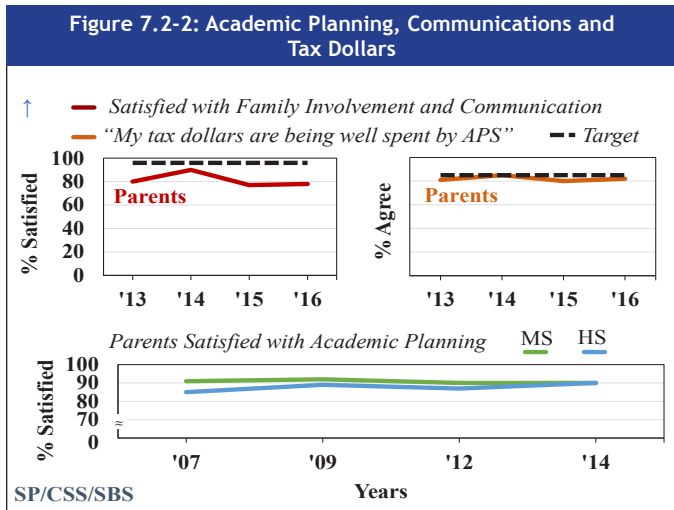
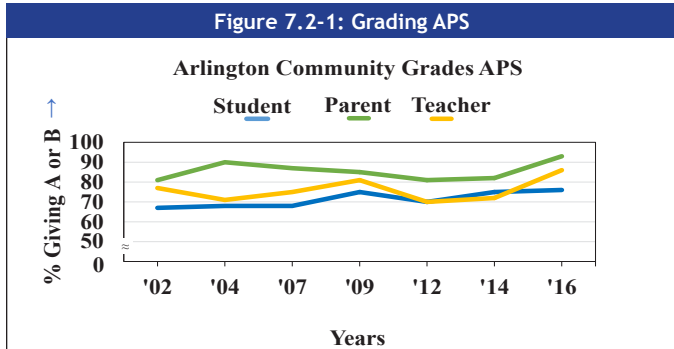
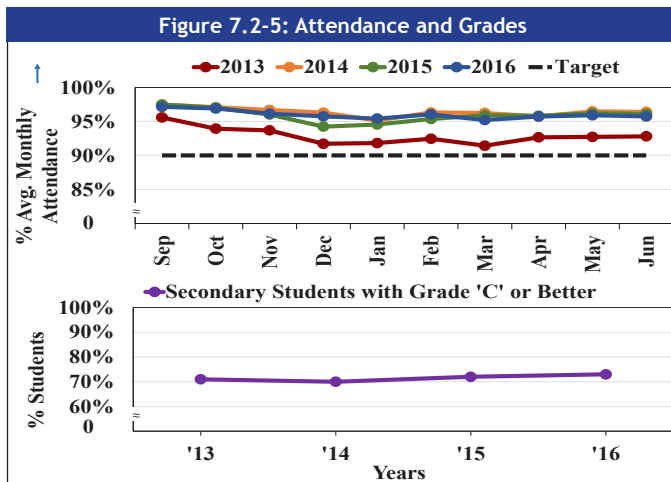


Figure 7.2-4: Student Truancy Rates

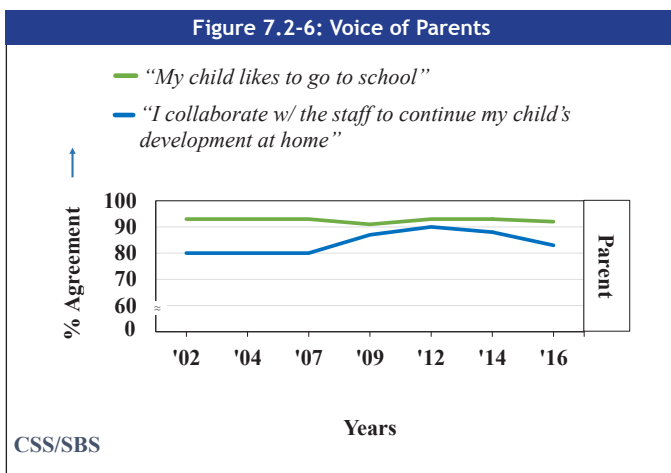
	SY2012	SY2013	SY2014	SY2014
APS	0.7%	0.7%	0.3%	0.4%
VA Average	4.0%	3.9%	3.8%	3.9%

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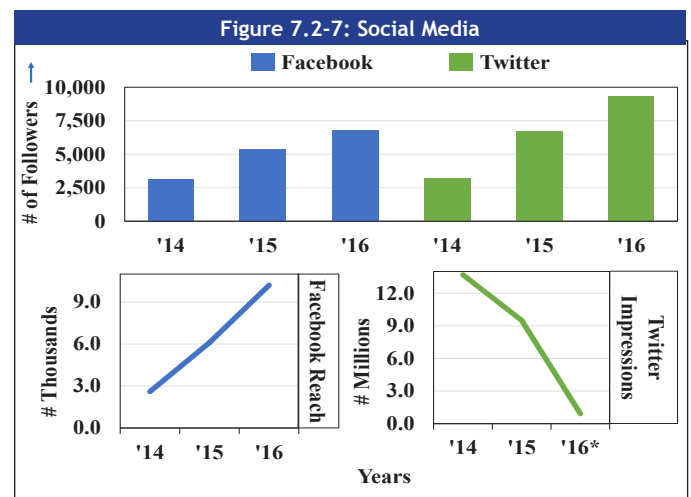
students are consistently above the target of 90% and that over 70% of the division’s secondary students have a ‘C’ or better in all classes (comparisons for grades are not valid as each division uses different criteria for marks). In addition, APS has identified two other key indicators for dropouts, out of school suspensions (results in Cat 7.1c) and discipline incidents (results available on-site). While generally used as a measure of teaching excellence, student engagement measured through the CLASS observations (Figure 7.3-2) shows that APS students are very engaged in the classroom.

Engaged families, acting as partners rather than custom-



ers, collaborate to support student learning at home. Figure 7.2-6 shows a sustained high level of students who want to go to school and strong parental collaboration with parents. Engaged students, parents and other customers actively help with communications. APS measures this active help through several social media measures. Facebook Reach and Twitter Impressions measure how widely APS messages are distributed. Figure 7.2-7 shows a steady increase in Facebook Reach; a recent change in how Twitter measures impressions makes comparisons with prior years, while presented, unreliable. In other measures of outstanding customer engagement through social media the division’s Retweet rate has climbed from 1.1 in September 2014 to an impressive 5.0 in April 2017 and APS currently has 1,161 Instagram, 10,414 Twitter and 7,600 Facebook followers. In addition, engaged

customers spend time viewing APS generated content. The division measures this engagement through numerous metrics including: web page views (8,393 for the new Engage page launched in Feb. 2017, other pages available on-site), Livestreaming views (2,477 views since the service launched in Feb. 2017), and other video channels (YouTube™, AETV Shorts, Periscope) (results available on-site). In addition, APS has received 203 feedback forms through the new “Engage with Us” online form. Engaged parents also visit their children’s school, join advisory committees and attend school board open-office hours (results available on-site). The APS Budget Office received the Pinnacle of Achievement award from ASBO for building community engagement in and understanding of the APS budget process, given in recognition of the division’s ability to be resourceful and innovative in developing solutions to problems facing school



districts today. APS is currently in the process of establishing a new constituent management system, results from this system of measuring customer engagement and dissatisfaction, will be available on-site after implementation.

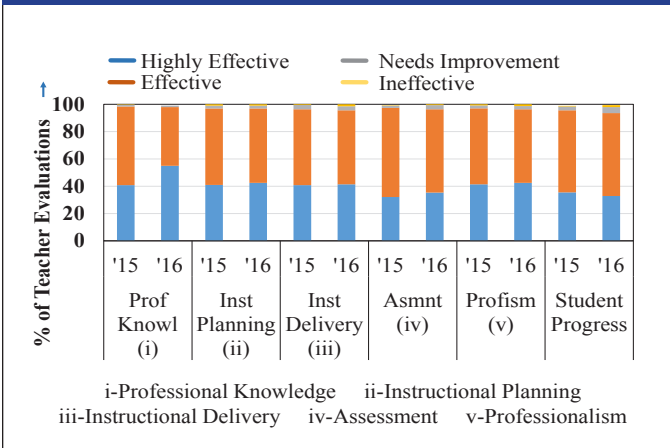
7.3 Workforce-Focused Results

7.3a Workforce-Focused Results

7.3a(1) Workforce Capability and Capacity

Research tells us that having a highly skilled teacher operating a high functioning organization is the key to individual student success. Therefore, APS’s key workforce capability requirement is having exceptional teachers. Category 7.1a has several key indicators of excellent teachers focused on their qualifications: National Board Certification, being highly qualified, having multiple endorsements and possessing a master’s degree or Ph.D. In addition, all APS teachers have their Technology Standards for Instructional Personnel (TSIPs) certifications. The other key measure for teacher capability is the ability to apply qualifications in the classroom. To measure this application, APS evaluates teachers against seven performance standards. Starting with the 2014 evaluations, APS began tracking performance in STARS, making the data reportable. The expectation is that most teachers are effective, with highly effective being reserved for exceptional practices. As seen in Figure 7.3-1, APS teachers are very effective at their craft. Another measure of teacher

Figure 7.3-1: Teacher Evaluation



capability is the CLASS observation data gathered through the program evaluation process. APS is unique in using this tool across a division, which makes gathering comparisons difficult. The CLASS vendor has provided guidelines on the scores necessary to be Highly Effective (H), Effective (E), Developing Effective (D) and Ineffective (I) for each of the CLASS domains. The CLASS observations shown in Figure 7.3-2 are another validation of the exceptional quality of APS teachers who scored Highly Effective in all domains and levels except for Instructional Support at the K-2 level where the 4.0 cutoff for being highly effective was missed by 0.3 points. Measures of capability for other scales, such as certifications (bus drivers, cafeteria workers, administrators, etc.) and results from evaluations, are available on-site.

The key measure of workforce capacity is having the right number of teachers to support student learning. At the beginning of the 2016-17 school year, 95% of APS's teaching positions were filled to ensure every student began the school year with a highly qualified teacher. Figure 7.3-3 shows that APS provides exceptional support to students by providing some of the lowest class sizes and highest amount

Figure 7.3-2: CLASS Observation Data

Dimension	ES (K-2)	ES (3-5)	MS	HS
Emotional Support	5.5 (H)	5.1 (H)	5.6 (H)	5.2 (H)
Classroom Organization	6.0 (H)	6.5 (H)	6.1 (H)	6.3 (H)
Instructional Support	3.7 (E)	4.3 (H)	5.2 (H)	4.6 (H)
Student Engagement	N/A	5.7 (H)	5.6 (H)	5.5 (H)

Figure 7.3-3: Teaching Positions

Division	Students per classroom teacher			Students per T-Scape Position		
	ES	MS	HS	ES	MS	HS
APS	21	20.2	19.4	9.9	15.9	16.4
LCPS	22.6	22.3	24.6	13.6	18.9	21.1
MCPS	18.8	25.1	26.4	13.6	21.4	23.2

of support staff in the region.

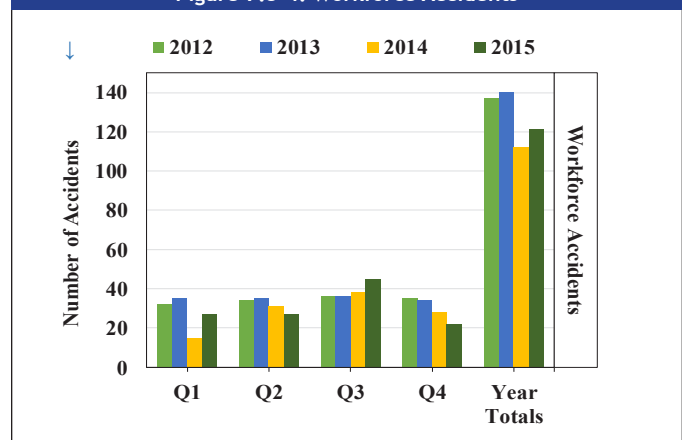
Other key indicators of capability and capacity such as the number of applicants in the applicant pool during hiring season and the size of the substitute teacher pool, results available on-site.

7.3a(2) Workforce Climate

APS is an outstanding place to work, which is reflected in the positive work climate. According to the 2016 CSS, 86% of the WF grades APS with an A or B, 86% are likely to recommend that a friend apply for a position with APS, 81% agree that their building is safe and secure and 84% report that they like going to work. The division welcomes diversity in its WF. Ninety one percent of staff members agree that their school department is respectful of cultural differences, 90% agree that their school or department is respectful of language differences, 89% agree that their school or department is respectful of racial/ethnic differences and all APS buildings are ADA accessible. In addition, 69% of the WF is satisfied with their salary and 67% are satisfied with their benefits. (It is interesting to note that the FY2016 average APS teacher salary of \$76,942 is this the highest amongst WABE comparison divisions, and is significantly above the Virginia average salary of \$54,486 and the national average of \$57,420. If APS were a state, it would have the second highest average salary in the nation, just behind New York's \$77,682.) Results from prior years, data disaggregated by pay scale, available on-site. The SP uses an aggregate score of several CSS and SBS questions to form a staff satisfaction metric. The percentage of professional and support staff who report job satisfaction are 2012 – 84%, 2013 – 86%, 2014 – 84%, 2015 – 83% and 2016 – 84%, just below the target of 85%.

APS has seen a significant increase in several WF benefits. The number of participants in commuter benefits programs has jumped from 267 in July of 2016 to 493 in February of 2017. The number of approved paid parental leave requests has increased from 23 in the third quarter of 2016 to 32 in the first quarter of 2017. The number of participants in the voluntary Hybrid Investment Plan (a retirement plan option) has increased from 726 in April 2016 to 994 in January of 2017. As of December 2016, 724 employees had enrolled in the Division's new vision benefit. Results for

Figure 7.3-4: Workforce Accidents



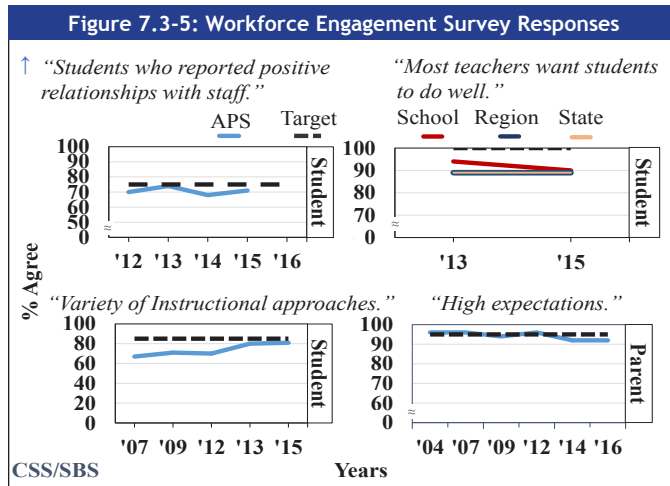
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other benefits including vision and other retirement plans, available on-site.

School systems are not, in general, dangerous places to work; however, slips, trips and falls do occur. Figure 7.3-4 indicates the number of workplace injuries by quarter, prior year's data disaggregated by scale as well as other climate related data such as the number of days out due to injury available on-site. Injuries are reported to OSHA in compliance with regulations; OSHA has not audited APS in more than 10 years.

7.3a(3) Workforce Engagement

APS's most important WF engagement measures are those associated with teachers and bus drivers. These individuals' personal actions are critical to student learning and safety. Engaged teachers use a rich variety of instructional approaches, maintain high expectations, and want students to do well. APS's teachers show a strong upward trend in their



use of a variety of instructional approaches (Figure 7.3-5), which is also a measure of the effectiveness of the division's WF development system. Over 90% of APS parents agree that teachers maintain consistent and high expectations for their child. The VSSCS asks many questions; one is if most teachers want students to do well. APS exceeds both state and regional responses. Data disaggregated by gap groups and schools available on-site. In addition, 71% of students report they have positive relationships with staff members, a measure of engagement for all WF members at the school.

Figure 7.3-6: Preventable Bus Accidents

Period	2011-12	2012-13	2013-14	2014-15
Oct-Jan	6	16	15	18
Feb-Jun	9	18	9	10
Jul-Sep	12	17	2	7

APS bus drivers are excellent at preventing bus accidents, ensuring our students travel safely every day. Many accidents are weather related; significant variation across years is acceptable. Updated data using the comparable measure of preventable accidents per million miles available on-site.

Under APS policy, employees are entitled to file grievances if they feel they have been treated unjustly. The

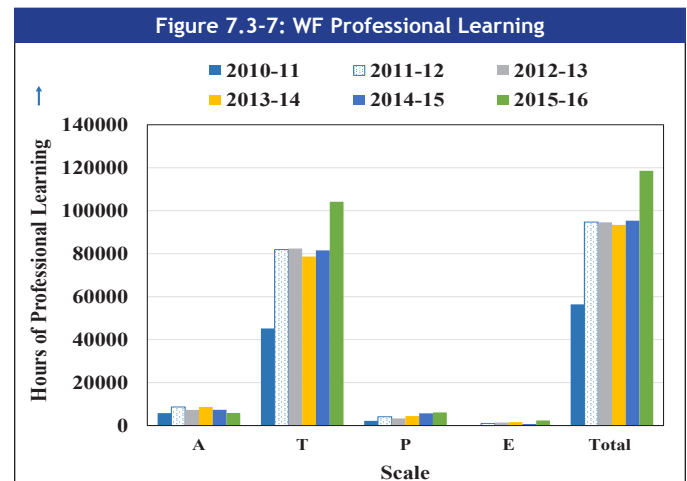
number of grievances is incredibly low for a division with over 5,000 employees. For FY10–FY15 there were two, six, zero, three, two and three grievances filed, respectively. Updated data disaggregated by pay scale as well as results for retention rates, absenteeism and exit interviews are available on-site.

7.3a(4) Workforce Development

The most important results from APS's PL system are found in the division's outcomes described in Category 7.1, outstanding employees using exemplary processes yield exemplary results. Examples by pay scale include teacher (T-Scale) quality as measured by observations and evaluations (Figures 7.3-2 and 7.3-1) and preventable bus accidents (D-Scale). The key lagging measures of the leader development process are the results of P-Scale evaluations (results available on-site) and the number of SLs who worked their way through the division's "farm system". APS is proud to report that 77% of our SLs held other positions within the division prior to being appointed to a SL position. The division has seen significant recent growth in this area, between 2013 and 2017 the percentage of P-Scale employees who had been APS T-Scale employees jumped from 28% to 46%. The leader development system is also highly effective at developing a diverse leadership team. For example, six of the nine ELT members are women, two are black and one is an immigrant from India. The diversity of all of the division's administrators (P-Scale) is available on-site. The key leading indicators of the leadership development system are the participants in the Administrative Cohort program (between 15 and 20 in each of the four cohorts since 2005) and participants in the Aspiring Leaders program (139 in FY16, FY17 results available on-site). In its 5th year of existence, the Assistant to Teacher Program has supported over 125 participants. Assistants are provided with coursework analysis and planning to meet licensure requirements set forth by the Virginia Department of Education. Scholarships, mentoring, student teaching experiences as well as seminars on résumé writing and mock interviews are provided. Twenty-four graduates of this program have been hired in APS teaching positions to date. At the end of last year, the program yielded its first employee to obtain a Master's Degree in Counseling.

APS provides a broad spectrum of PL opportunities to

Figure 7.3-7: WF Professional Learning



WF members. (For example, 380 APS staff have been trained to date in Mental Health First aid this year.) In FY17 the division is actively improving the record keeping of this PL. Figure 7.3-7 shows the number of hours of PL provided to staff members of four pay scales, results for all pay scales for FY17 available on-site. A questionnaire conducted at the

Figure 7.3-8: Employee Scholarships

Scale	FY15	FY16	FY17 Year to Date
A	\$145,817	\$85,214	\$101,750
M	\$4,191	\$12,777	\$9,348
T	\$209,020	\$271,157	\$319,610
E	\$7,824	\$10,656	\$13,910
G	\$5,034	\$16,299	\$26,327
P	\$1,900	\$5,094	\$3,474

end of each PL session shows that in FY15, 87% of attendees agree or strongly agree that the session met their needs, additional years are available on-site. APS also provides scholarships for WF members to take coursework from outside vendors such a local colleges. Figure 7.3-8 shows the significant financial commitment APS makes to WF professional learning.

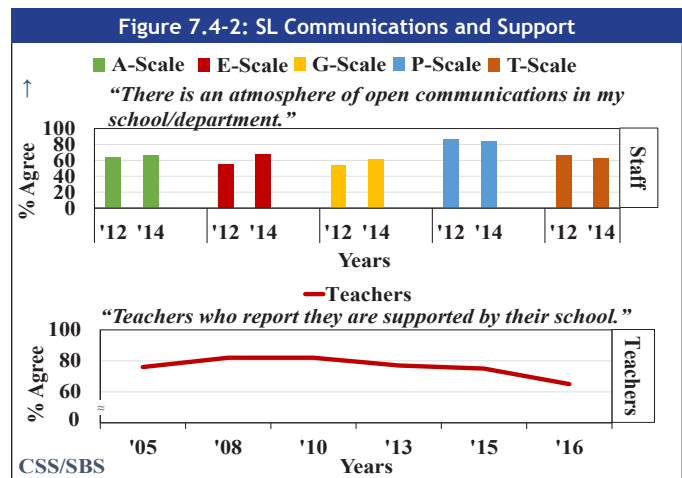
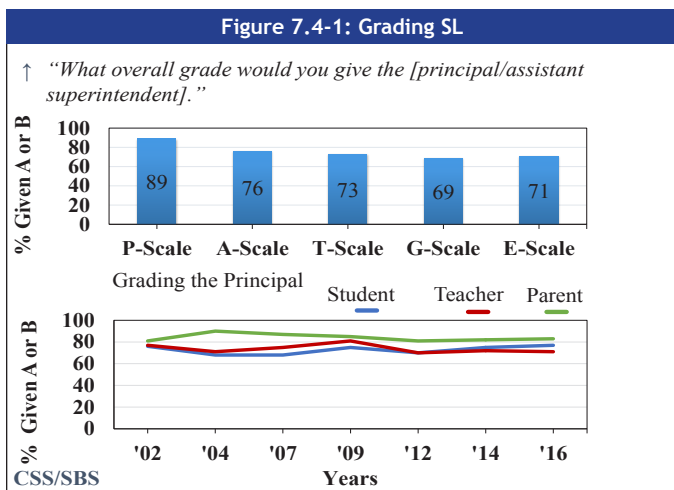
7.4 Leadership and Governance Results

7.4a Leadership, Governance, and Societal Responsibility Results

7.4a(1) Leadership

During the 2015-16 school year, the Supt: conducted 127 school visits; met twice with the Minority Achievement Coordinators, ITCs, and bilingual family resource assistants; met five times with the school counselors; sent weekly Friday Letters to the SB; sent weekly voicemails to SLs; sent a bi-weekly voicemail to all staff members summarizing NewsCheck; held three ‘brown bag’ teacher chats, four administrator book chats, five Superintendent’s Seminars, and 28 Twitter Chats; and attended numerous recognition ceremonies. Details available on-site.

The key lagging indicators for the effectiveness of SL activities in deploying the Vision, Core Values and creating a focus on action are the achievement of the goals in the SP. Leading indicators center on the environment created



by SL members in their department or school. For 10 years, APS has asked students, parents and teachers to grade their Principal through the CSS and SBS. Data for the past five years show a steady increase of ratings given by students. In 2012, APS expanded the grading to include the grading of AsstSupts and the Supt by all staff. (Figure 7.4-1)

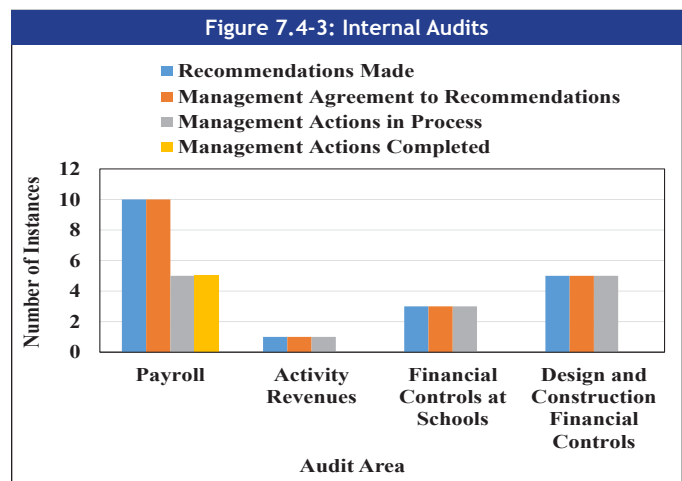
APS’s other key indicators of SL effectiveness are communications with and support of the WF. Teachers report high levels of support, and many pay scales show positive trends in open communications (Figure 7.4-2).

7.4a(2) Governance

APS financial governance begins with the budget process. For 10+ years, the SB has started the process by providing staff with a budget direction and the staff have responded by generating a balanced budget that aligns with the SB budget direction and ACG guidelines. Details available on-site.

The Government Finance Officers Association of the United States and Canada (GFOA) awards its Distinguished Budget Presentation Award for budgets that meet the National Advisory Council on State and Local Budgeting criteria as well as GFOA requirements. The budget must serve as a policy document, operations guide, financial plan and a communications device. For its FY2016 budget, APS was the Distinguished Budget Presentation Award for the 13th consecutive year.

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Figure 7.4-4: Accreditation of Schools

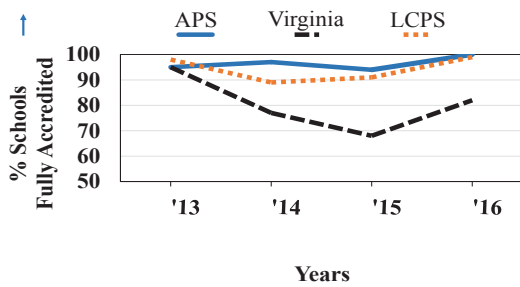


Figure 7.4-5: Regulatory Requirements

Area	Regulations	Compliance	Years
Accreditation	Virginia Standards of Accreditation	X	10+
	Virginia Standards of Quality	X	10+
Academic Achievement	Federal Title I, II and III programs	X	10+
	Elementary and Secondary Education Act (ESEA)	X	10+
Student Nutrition	Healthy Hunger Free Kids Act	X	10+
Before and After School Care	Virginia Standards for Licensed Child Day Centers	X	10+
Student Information Security	Children’s Online Privacy Protection Act (COPPA)	X	10+
	Children’s Internet Protection Act (CIPA)	X	10+
	Federal Educational Records Protection Act (FERPA)	X	10+
	Library of Virginia Records Retention Schedules	X	10+
Special Education	Individuals with Disabilities Act (IDEA)	X	10+
	Section 504	X	10+
Facilities	Americans with Disabilities Act (ADA)	X	10+
	International and Virginia Construction Codes	X	10+
Employment	Americans with Disabilities Act (ADA)	X	10+
	Family and Medical Leave Act (FMLA)	X	10+
	Equal Employment Opportunity Commission (EEOC) policies	X	10+
	Fair Labor Standards Act	X	10+
	Worker’s Compensation Act	X	10+
Financial	State and local tax regulations	X	10+
	Internal Revenue Service (IRS)	X	10+
Safety	Occupational Safety & Health Administration (OSHA)	X	10+
	Virginia School Safety Audit	X	10+
Non-discrimination	Federal Title IX Educational Amendment	X	10+

national (ASBO) awards its Meritorious Budget Award to school systems that demonstrate excellence in their annual budget presentations. The basis of the award is clear budget guidelines, the promotion of communications between departments and the community, the establishment of short- and long-range budget goals and the effective use of educational resources. To win the award, budgets must be accurate, transparent and reader-friendly. APS won its seventh Meritorious Budget Award for its FY16 budget.

Every year, APS engages in an external financial audit. This audit serves as a check on the effectiveness of APS’s fiscal accountability processes and serves to provide feedback for process improvements. For more than 25 consecutive years, APS has received an unqualified opinion — the highest rating available — from the auditor on the Comprehensive Annual Financial Audit. Details available on-site. In 2014, the division hired an internal auditor. To date the auditor has conducted four audits and found no serious issues. Figure 7.4-3 shows the division’s progress on responding to the audit recommendations.

7.4a(3) Law, Regulation, and Accreditation

Starting in 2012, the Food and Drug Administration (FDA) introduced new nutrient requirements legislation for student meals, increasing their fruit, vegetable and grain components and setting calorie, fat and sodium limits. APS has been 100% compliant with these new guidelines. Every three years the USDA conducts an in-depth federal review of food service departments. APS was audited in 2015 found to be 100% in compliance with no findings. They were especially impressed with our fresh fruit and vegetable choices.

In 2013, Virginia significantly increased the standards necessary for accreditation. As a result, the statewide accreditation rate dropped by 20% while the APS rate rose by 3%. Currently all APS schools are fully accredited, APS is one of only two of the 14 large school divisions (over 20K students) in Virginia with all schools fully accredited (Figure 7.4-4).

As seen in Figure 7.4-5, APS has a strong record of compliance with regulatory requirements, with all requirements being met for more than 10 years.

7.4a(4) Ethics

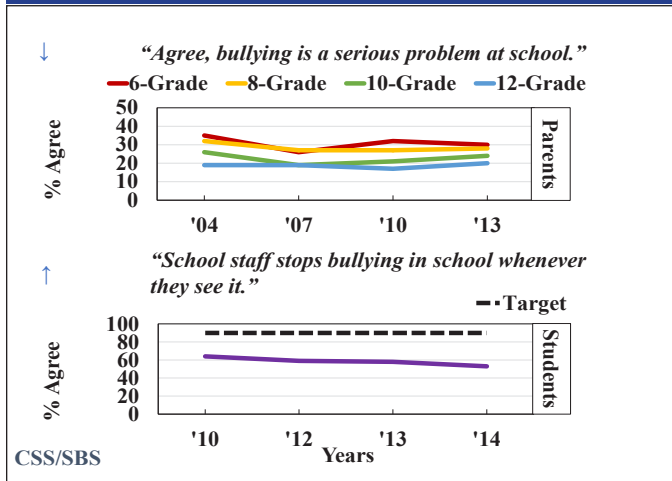
APS’s key measure of ethics is the violations of the Standards of Conduct. FY14 through FY16 had 17, 19 and 18 violations respectively. Results are available — disaggregated by pay scale — on-site. The key measure of stakeholder trust is the ‘grade’ stakeholders give to their leader (Figure 7.4-1). Because the results are anonymous, some results are not available disaggregated by organizational unit. Details available on-site. All SL’s have confirmed every year that they have reviewed the Policies and PIPs (which contains the Standards of Conduct and other key items such as conflicts of interest, protection of data and the proper use of funds) with their staff members. In addition, all electronic resources are reviewed for student data privacy and all members who select electronic instructional resources, a high-risk area for the ethical issue of exposing student data, have been trained on analyzing resources for student data privacy. APS has also entered into 19 innovative student data usage and privacy agreements with software vendors, which provides the division assurance that student

personal information will remain private. APS complies with all International Science and Engineering Fair guidelines for experiments involving human and/or animal subjects. Additional information available on-site.

The division’s internal auditor and external financial auditor have found no ethical violations and the division has never had a verified incident of misappropriation of funds. The division’s testing auditors conducted 66 in auditor visits in 2016 and did find a few minor security issues but not ethical violations (one piece of scratch paper was left behind, one form was not signed and three students were taking a test without blinders where the proximity of the seats required blinders). Complete results from audits available on-site.

APS has addressed the ethical issue of the digital divide by providing MiFis to 300 students without internet access at home. Records, both electronic and paper, have been destroyed in compliance with the Library of Virginia guidelines, details available on-site.

Figure 7.4-6: Bullying



Because bullying is an area of increased awareness, students now identify actions as bullying when they may not have made that identification previously. Maintaining consistent levels of student perception in an environment of increased awareness indicates improved staff response to bullying. APS expects the perceived level of intervention to remain constant for an additional period until increasing student awareness levels off (Figure 7.4-6).

7.4a(5) Society

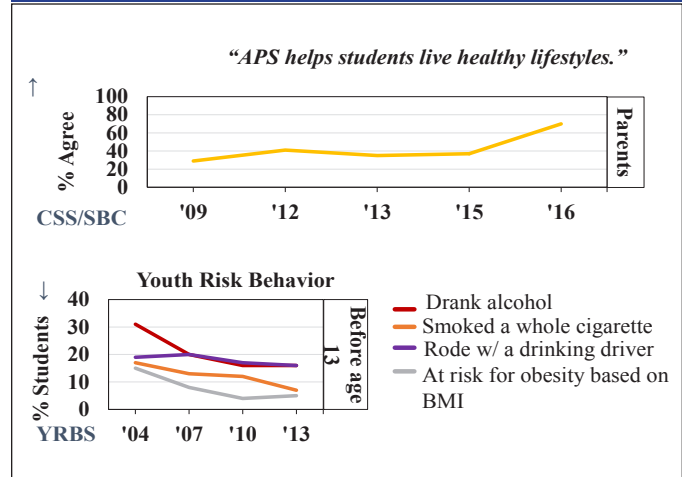
Education is perhaps the most important contribution any organization can make to improve society, therefore APS’s most important measures of contributions to society are the student outcomes listed in 7.1a(1) and throughout the application. Additional key measures of societal responsibility are the health and well-being of our students, as indicated by minimizing risky behaviors, combating rising childhood obesity and promoting healthy lifestyles in general. (Figure 7.4-7). Food Services has been selected as a 2016 Produce for Better Health Foundation School Foodservice Role Model in recognition that APS fosters an environment where people can include fruits and vegetables at every eating occasion. In addition, for the past three years, Too Smart to

Start survey data shows that, consistently, more than 96% of students know what to do to refuse alcohol.

For the key community of immigrants, the key measures are the elimination of the achievement gap for LEP students, data found throughout the application and on-site. Results for use of the REEP program by adults are available on-site.

For the key community of those interested in the environment, some of the key measures around the division’s green practices are seen in Figure 7.4-8. Energy consumption by school buildings is another common measure of ‘green’. APS is proud to have opened Discovery, the first net zero energy school in the Mid-Atlantic and the largest in the US. In 2016, Discovery, which is equipped with over 1,700 solar photovoltaic panels, generated more power than it consumed and returned over 16,000 kWh of power to the grid. Our energy cost avoidance at Discovery is estimated to have resulted in over \$100,000 savings in 2016. Discovery’s utility cost is

Figure 7.4-7: Healthy Lifestyles



\$0.47 per sq. ft. compared with an average of \$1.38 for other APS ESs. Lighting is the second largest user of electricity in our schools. We continue to retrofit older, inefficient lighting with LED fixtures and lamps. LED light fixtures greatly improve lighting levels, reduce electricity consumption and decrease maintenance and operation costs due to their longer lifespan. For example, APS achieved significant energy and cost savings by replacing over 300 high intensity fixtures in

Figure 7.4-8: Green Practices

Practice	FY12	FY13	FY14	FY15	FY16
Biofuel Usage	90%	90%	90%	90%	90%
Renewable Energy		6.1%	8.6%	8.5%	9.62%
Recycling lb/per person		46	28	35	38
LEED Certifications	3	4	4	4	6

the gymnasium at Jefferson Middle School with 156 LED fixtures and improving the lighting controls. The payback for this retrofit is about three and a half years with an estimated saving of over 500,000 kWh and \$45,000 per year. Most importantly, the lighting retrofit has greatly improved lighting

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quality and safety in the gymnasium, which is shared jointly by APS and the Arlington County Department of Parks and Recreation. APS has found that energy consumption is driven significantly by the weather, resulting in natural spikes and dips which makes year over year comparisons invalid. In addition, changes to schools such as additions and the expansion of the pools at the HS level cause an increase in energy usage. The division is currently researching methods that are more appropriate to measure energy efficiency.

Finally, parents dropping their children off at school in a family vehicle both clogs local streets and is energy inefficient. Safe Routes to Schools Survey data shows that the percentage of children arriving in a family vehicle has dropped from 35% in 2013 to 29% in 2015 while bus ridership has increased from 40% to 44%.

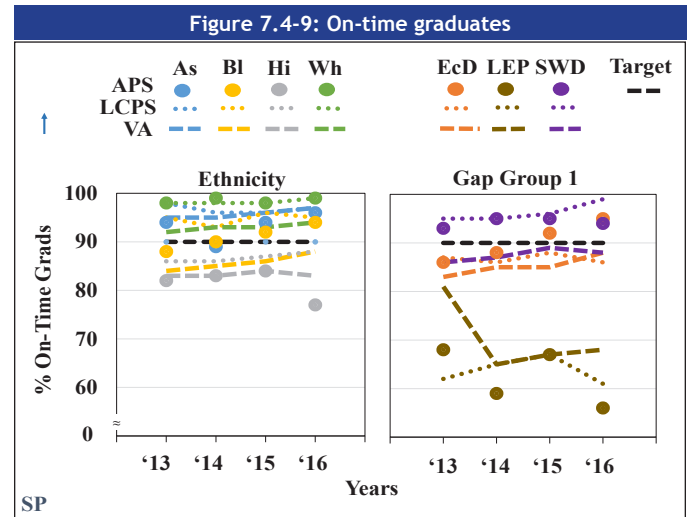
For the key community of the underserved, the key measures are breakfast and lunch participation, eliminating the digital divide through the Personalized Device program and distribution of MiFis to families without internet access. APS also raises food for the local food bank, participates in mental health support in collaboration with ACG and provides homeless students an expedited registration process. For example, community service initiatives are emphasized throughout the Extended Day program. In one example, the Kenmore Check-In students, led by the Extended Day Supervisor, participate in on-going projects with the Arlington Street People's Assistance Network and the Arlington Food Assistance Center; collect school supplies for Los Hijos de Maria and work with the Lions Club eyeglass-recycling center. Other Extended Day programs participate in a variety of similar initiatives in support of local and national efforts. Details available on-site.

7.4b Strategy Implementation Results

APS's measures for overall strategy achievement are the SP indicators referenced in Figure 2.1-5 and located throughout Category 7. Within these overall measures, the key strategic measures are those found in Goal 2, eliminating achievement gaps. APS's gap groups are organized into two categories, ethnicity gaps and Gap Group 1 gaps. Ethnicity gaps have no valid reason to exist; a person's race should not affect their academic success. Gap Group 1 gaps have a valid reason to be difficult to eliminate. As defined by IDEA, the term "child with a disability" (SWD) means a child: "with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services." LEP students are "Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English." An "economically disadvantaged" (EcD) student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program. Each of these circumstances makes it more difficult for students to be successful on benchmark measures than their peers. For this reason, APS considers variation between Gap Group 1 students and

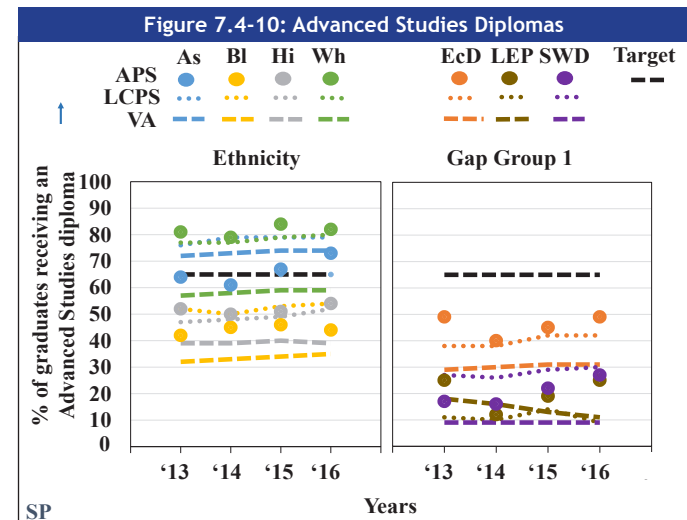
other students as special-cause variation. The data presented is for all students who meet a certain criteria. For example, the results for Hispanic students are for all Hispanic students, some of whom are LEP and others who are not. Due to space limitations not all Goal 2 results are in this document, the remainder-aggregated at the division level and disaggregated at the ES, MS, HS and school levels as appropriate-are available on-site.

Figure 7.4-9 shows that APS has met the goal of eliminating gaps in on-time graduation for five of the seven gap groups. The Hispanic gap group is lagging; the most likely



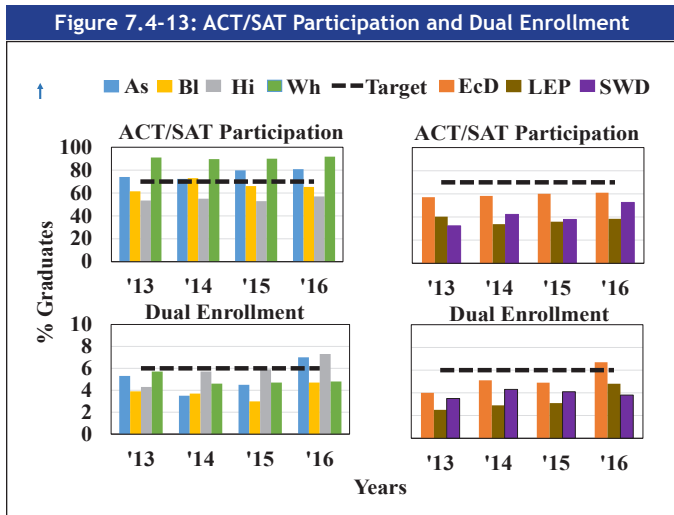
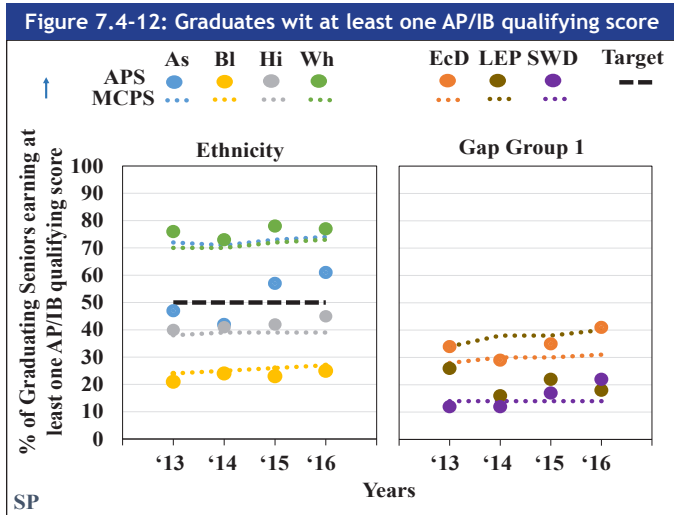
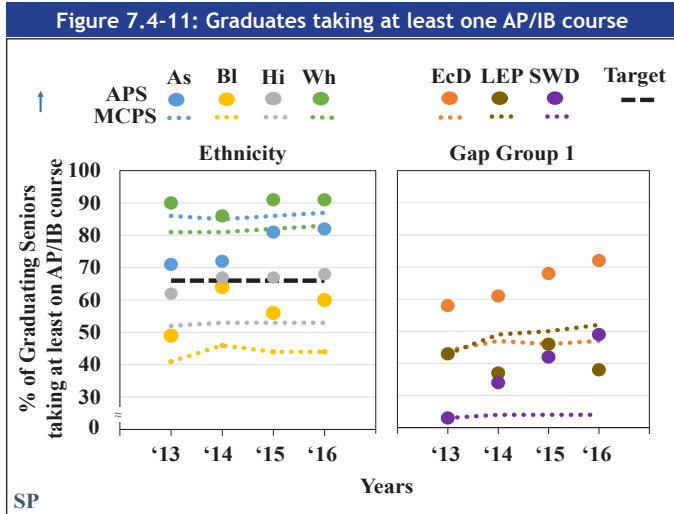
cause is the prevalence of the LEP students (also lagging) in the Hispanic student population. The most likely cause of the significant variation in LEP performance is the recent trend of LEP students enrolling in APS with less formal schooling. For example, between SY2011 and SY2015 the percentage of ELL students at ELP levels 1, 2, 3 and 4 increased by 6%, 3%, 3% and 2% respectively and currently represent 71% of the APS ELL population compared with 59% in SY2011. Details available on-site.

The key measures of rigor are described in Category 7.1a. Figure 7.4-10 shows a strong upward trend for EcD, LEP and SWD in receiving and advanced studies diploma.



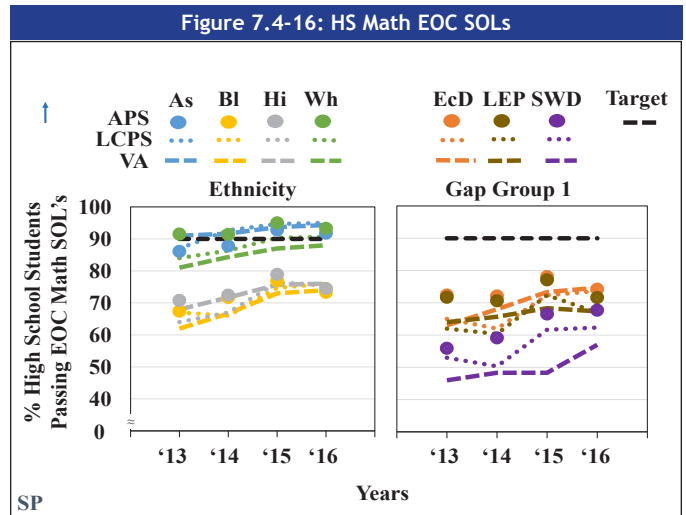
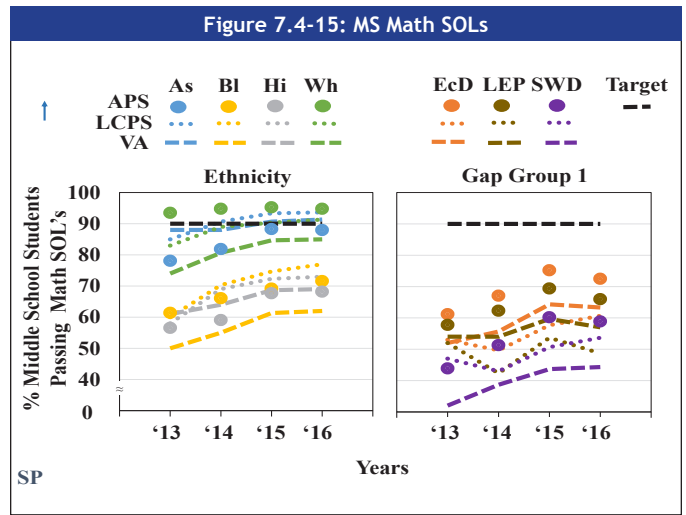
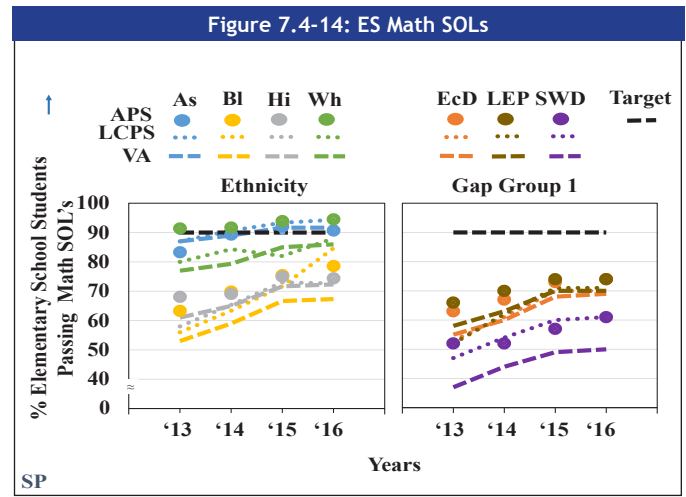
In addition to showing strong growth, APS is exceeding achievement of a National Baldrige winner in many subgroups as shown in Figures 7.4-11 (taking an advanced course) and 7.4-12 (earning an AP/IB qualifying score).

Finally, 7.4-13 (ACT/SAT participation and dual-enrollment, comparisons not available) shows that many gap groups are at or close to targets.



Gaps in measures for HS graduates can only be eliminated if gaps are also eliminated in the student supply chain. Figures 7.4-14, 7.4-15 and 7.4-16 show how successes in the supply chain for math lead to successes at HS, other subject areas available on-site. APS shows strong upward trends for all groups which are not yet at targets.

Results for key action plans can be found in Figure 7.4-17.



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Figure 7.4-17: Key Action Plan Results

Short- and Longer-term Action Plan	Results (additional details available on-site)
Increase building capacity to accommodate enrollment growth	225 seats added in 2014; 1034 seats added in 2015; 541 seats added in 2016; 136 seats planned for 2017; 1,839 seats funded and in design for availability in 2019
Increase staff capacity to accommodate enrollment growth	See 7.3a(1) Workforce Capacity
Redesign the APS HS experience to align with new Virginia profile of a graduate	Virginia is currently in the process of developing the profile of a graduate, APS is prepared to redesign the HS experience once the profile is completed.
Enhance instructional supports	Enhancements to the SIS to support ATSS are being tested
Redesign Professional Learning	A comprehensive and integrated framework has been developed, APS is currently developing processes to actualize the framework.
Implement Personalized Learning	A committee to guide the work meets regularly; pilots at schools are planned for the fall of 2017
Implement the Whole Child Framework	A nationally benchmarked framework has been selected, staff are inventorying current practices against the framework
Technology upgrades	New Internet connection is in place; approximately 50% of sites have been transitioned to ConnectArlington

7.5 Budgetary, Financial, and Market Results

7.5a Budgetary, Financial, and Market Results

7.5a(1) Budgetary and Financial Performance

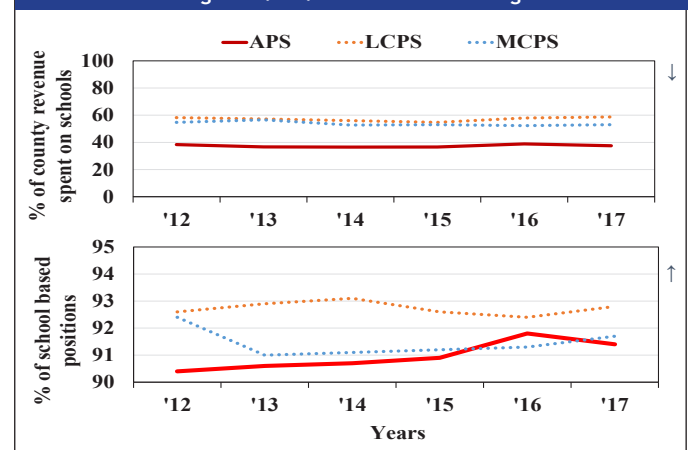
APS revenue, a key measure of financial viability, comes from four primary sources. The largest percentage of revenue comes from ACG via the County Transfer and is funded by Arlington Property Taxes. Other revenue comes from the state, the federal governments and local revenue from items such as local grants, building rentals, fees from adult education classes, school breakfast and lunch programs, extended day fees, and pool fees. Figure 7.5-1 shows that income is growing in all areas except for Federal Aid, which is dependent on changes in federal policy. Segmented income results available on-site.

**Figure 7.5-1: Revenue
(in Millions of Dollars)**

Source	FY13	FY14	FY15
County Transfer	\$379.8	\$400.3	\$453.3
State Aid	\$33.5	\$38.0	\$39.3
State Sales Tax	\$18.2	\$19.4	\$21.2
Federal Aid	\$13.6	\$12.9	\$12.5
Local Revenue	\$19.1	\$21.1	\$21.5

Arlington County's expenditures on educational programs (APS) is a significantly smaller portion of the overall budget than surrounding divisions. (Figure 7.5-2) The fact that the percentage of the budget spend on education has remained consistent in an era of 5% annual student enrollment growth indicates APS has highly effective cost containment measures in place. APS was able to offset some of the costs of growing enrollment by increasing the percentage of school based staff, reducing central office overhead (Figure 7.5-2). A key area for cost reductions comes in the area of technology. For example, the change from computers to tablets for students reduced the division's per unit cost for student devices by more than \$200 per unit. Sixty percent of the division's servers are virtualized, a component of the technology upgrades action plan. Virtualization significantly reduces the costs for purchasing servers and general data-center overhead

Figure 7.5-2: Educational Funding



costs such as rack space and electricity (which supports the division's 'green' priority.) Because the value of education causes a significant increase in property values, as described in 7.4a(5), all Arlington property owners receive a large benefit from a small percentage of their property taxes. The division's per-pupil cost and salary/benefit analysis, including comparisons against local divisions, is available on-site.

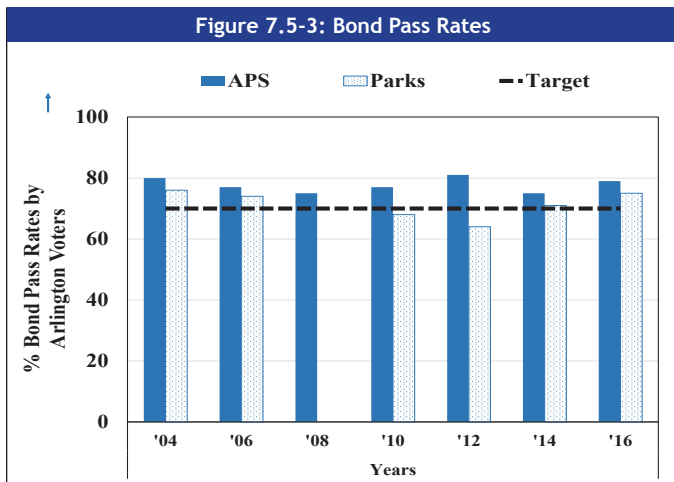
APS measures its budgetary performance through its bond rating and ensuring expenditures remain within the budget. APS and ACG work closely to protect the county's more than 20-year history of the highly coveted AAA/Aaa bond rating, the highest possible rating given and strong indication of quality financial management. In addition, APS has a long history of working within the division budget. At the overall level, the division has not required seeking additional funds from the county in 20+ years. For the past 5 years, the division has averaged 95% of departments/schools staying within 2% of their budget, the key indicator of their budgetary performance. The division works to keep a 2% budget reserve for 'rainy days' and to create flexibility for one-time funding needs in subsequent years. For the past 5 years APS has accomplished this objective with an average budget reserve of 2.6%

and coefficient of variation (smaller is desired) of .19. As a comparison, LCPS's coefficient of variation is .29 and MCPS's is .28. Segmented expense results available on-site.

The key measure of cost containment are reducing the number of positions and reducing program costs. Since 2014, APS has cut 46.5 central office positions and reduced annual program costs by \$10.8M. Another key measure of cost containment is the number of students exited for re-siding in Arlington. Since 2012 APS has exited an average of 90 students per year for this reason, saving the division over \$1.6M annually. Segmented reductions by department, and other examples of cost-containment such as the reduction in paper costs correlated to the increased use of GSuite, are available on-site. In addition, APS pays its bills on time; the division has not paid a late fee for a bill for at least 15 years.

7.5a(2) Marketplace Performance

Attendance at the annual APS Job Fair is a key measure of APS's ability to compete with surrounding school districts for highly qualified teaching staff. APS is showing a positive trend in Job Fair attendance: 2014 – 520; 2015 – 543;

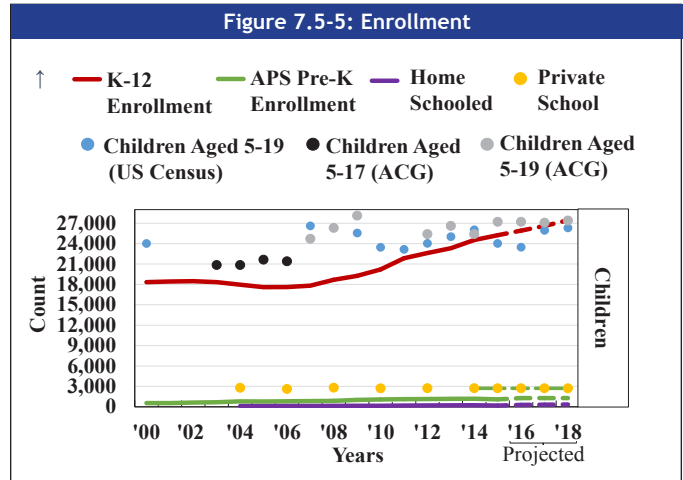


2016 – 560. For 2016, a different approach was used to count attendees and APS is currently evaluating the accuracy of the 2016 counts. Details available on site.

APS competes with ACG for limited taxpayer funds. Taxpayer approval of bond funds is one indicator of community priorities. Figure 7.5-3 shows that Arlington taxpayers consistently approved bonds for school renovations and additions at a higher rate than parks, a clear indication of value from taxpayers.

As part of the enrollment projection process, APS monitors the number of live births from Arlington residents. This number has historically been a very accurate predictor of the number of kindergarteners who will enroll in the system five years later. The ratio of live births to enrollment is the KG capture rate. After many years of consistent capture rates, APS has recently seen a significant increase in the rate,

Year	'07	'08	'09	'10	'11	'12	'13	'14	'15	'16
Rate	60	64	68	71	77	78	73	75	69	70



which peaked in 2012, returning to a level above historical levels and below the peak. Families moving into Arlington likely caused the peak, artificially inflating the rate. The overall implication is that a greater percentage of Arlingtonians choose to remain in Arlington after the birth of their children, a clear indicator of APS's improved market share of school-aged children (Figure 7.5-4).

After several years of steady enrollment, APS entered a growth period in FY08. Since that time, the division has seen a steady growth in enrollment (while the enrollment at private schools in Arlington has declined slightly). APS projects the student enrollment growth to continue. This growth is the primary driver for the current capacity expansion projects as well as increased staff recruitment efforts. There are no targets or a desired direction for enrollment, as local demographics and family choice predominately drive K-12 enrollment (Figure 7.5-5).

Figure 7.5-5 also shows that APS's population growth is occurring despite the fact that the U.S. Census estimates of school aged children (5-19) living in Arlington has remained relatively consistent. According to these statistics, APS has essentially captured the market of school-aged children living in Arlington.