Arlington Public Schools

EVERY STUDENT COUNTS
EXCELLENCE FOR ALL

APS Strategic Plan
2024–2030



Academic Update Monitoring Report

Dr. Gerald R. Mann, Jr.
Chief Academic Officer

September 24, 2026

Presentation Outline



Student Academic Growth and Success

- Areas of focus and priorities
- Data insight
  - Bright Spots
  - Opportunities
- Steps to support schools and teachers (including federally identified)
- Specially Designed Instruction (SDI)
- Quarterly Report Timeline
- New Standards of Learning (SOL) cut scores
- Key takeaways
- Our work ahead

Five Focus Areas for the 2026-2027 School Year (SY)

PARTNERSHIPS

Bolster community partnerships and volunteerism. Strengthen family engagement to support collaborative partnerships for learning.

OPERATIONS

Further enhance sustainability and efficiency with emphasis on improving building conditions, safety, security and emergency management.

WORKFORCE

Build responsive school communities and coherent coaching and professional learning systems. Ensure all staff feel valued, seen and heard.

STUDENT WELL-BEING

Continue to implement SEL curriculum and increase partnerships to support student mental health and attendance, address bullying and harassment, and expand after-school programming.

STUDENT SUCCESS

Deliver high quality instruction to raise achievement for all students and reduce gaps. Further strengthen co-teaching models and specially designed instruction. Develop career pathways and opportunities for all students.



2026-2027 Priorities & Projects

Teaching, Learning, & Student Experience

Student Devices	• Implement an updated device approach and Phase 1 opt in.
Artificial Intelligence (AI)	• Advance responsible AI use, guidance, professional learning (PL), and community engagement.
Attendance	• Build on progress reducing chronic absenteeism and address persistent disparities.
Grading & Academic Integrity	• Strengthen consistent practices and expectations.
Instructional Excellence	• Strengthen literacy, mathematics, co-teaching, and inclusive instruction.
Grace Hopper Center	• Open a new learning environment for Career Center and Langston programs.

Academic Integrity: Clear, Consistent Expectations

Division-wide expectations for academic integrity in grades 6–12

Shared responsibility among students, staff, and families

Clear guidance for AI use, including when and how it may be used

Progressive, restorative responses that help students learn from mistakes

Educator judgment matters: Never using AI detection to determine a violation

Closing Gaps Through Purposeful Practice

Homework provides additional opportunities for students to practice what they are learning and strengthen essential skills.

Purpose

- Reinforce the learning that matters most.

Intention

- Connect homework directly to classroom instruction and student needs.

Practice

- Give students consistent opportunities to build fluency, confidence, and independence.

Goal

- Provide a more meaningful practice, stronger skills, and a **greater opportunity for every student to succeed**.

Areas of Focus



- ➔ High-Quality Instruction
- ➔ Building Responsive School Communities
- ➔ Coherent Coaching and PL Systems

Vision for High-Quality Instruction in APS



Student Academic Growth and Success

- Students spend the **majority of class time** meaningfully reading, writing, discussing, and thinking about grade-level content–not copying, watching, or listening.
- Students know **what** they are doing, **why** they are doing it, and **how** they'll know when they've got it. When asked, they can tell us.
- Explicit instruction is dedicated to modeling a skill or mode of thinking, not just delivering content or reading from a script. **We show students how to learn, not just tell them what to know.**

2025–2026 Virginia SOLS



2025-2026 SY Accountability Results – Preliminary

DISTINGUISHED **21 Schools | 60%**

Nottingham Elementary • Jamestown Elementary • Discovery Elementary • Glebe Elementary • Tuckahoe Elementary • Cardinal Elementary • Arlington Traditional • Arlington Science Focus Elementary School (ASFS) • Taylor Elementary • Montessori Public School of Arlington (MPSA) • Ashlawn Elementary • Campbell Elementary • Escuela Key Elementary • Claremont Immersion • Innovation Elementary • Oakridge Elementary • Williamsburg Middle • Dorothy Hamm Middle • Swanson Middle • Yorktown High • Washington-Liberty High

MEETS EXPECTATIONS **12 Schools | 34%**

Long Branch Elementary • Alice West Fleet Elementary • Barrett Elementary • Barcroft Elementary • Randolph Elementary • Hoffman-Boston Elementary • Abingdon Elementary • Carlin Springs Elementary • Gunston Middle • Kenmore Middle • Jefferson Middle • Wakefield High

APPROACHING EXPECTATIONS **1 School | 3% –** Dr. Charles R. Drew Elementary

NEEDS INTENSIVE SUPPORT **1 School | 3% –** Arlington Community High

All results are pending until the federal identification process is complete. Any school that is federally identified will be moved down one category.

*Supports for federally identified on slides begin on slide 41.

Virginia Department of Education (VDOE) Accountability Results – 2024–2025 vs. 2025–2026 Improvements Preliminary

On Track (2024–2025) to Distinguished (2025–2026)	Off Track (2024–2025) to Meets Expectations (2024–2025)	Schools With the Greatest Improvement From 2024–2025
MPSA Ashlawn Campbell Escuela Key Claremont Dorothy Hamm Innovation* Oakridge Swanson	Carlin Springs* Abingdon* Barcroft* Randolph* Long Branch* Barrett*	Nottingham +11.6 Campbell +11.1 Jamestown +10.9 Long Branch +10.8 Barcroft +9.3 Carlin Springs +9.2 MPSA +9.2

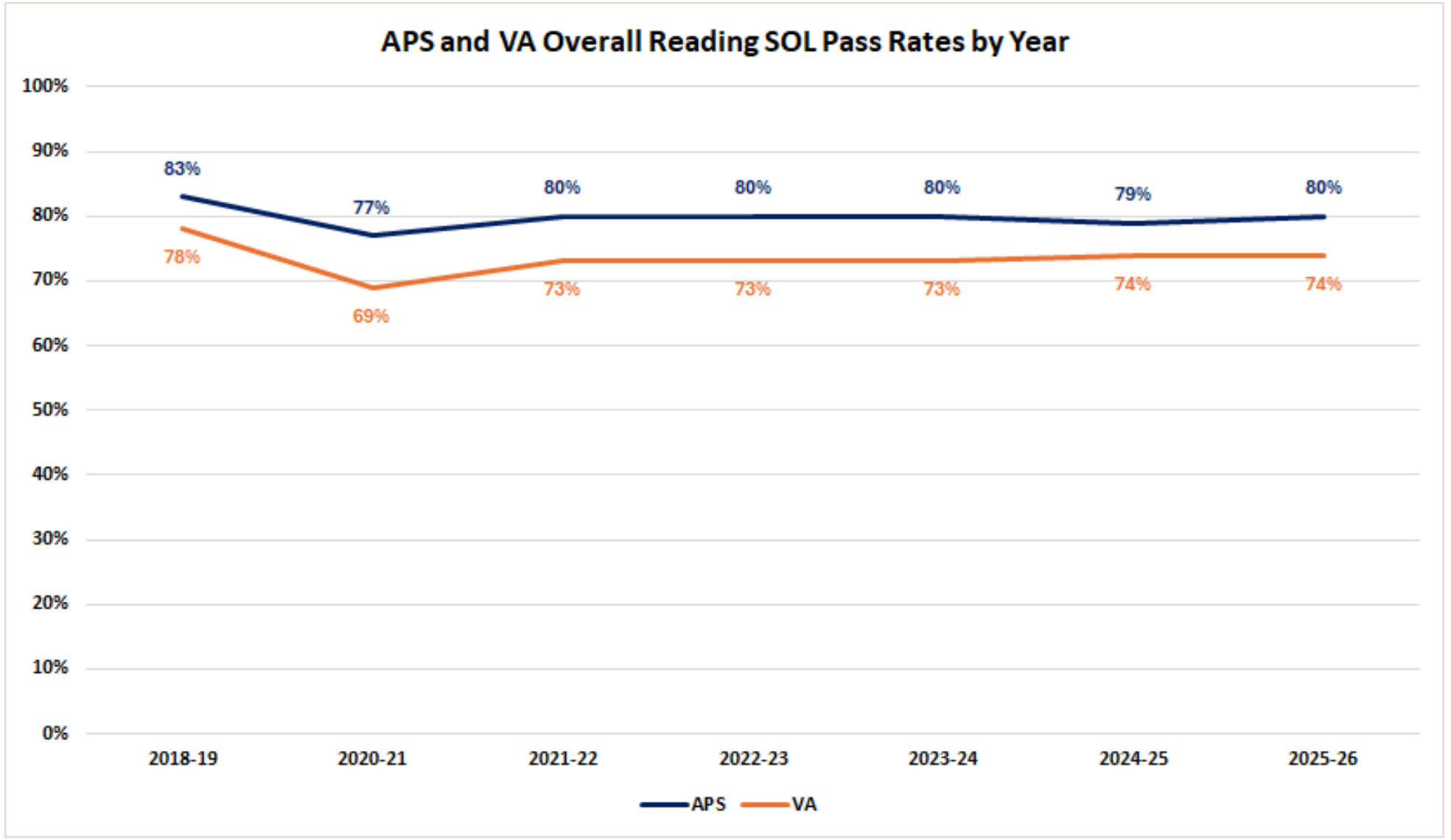
*Supports for federally identified on slides begin on slide 41.

All results are pending until the federal identification process is complete.
Any school that is federally identified will be moved down one category.
Schools likely to be federally identified

APS Overall Reading SOL Performance Compared With VA Overall Reading SOL Performance

Student Academic Growth and Success

APS Reading results outperformed the state by six percentage points.



All Students' Reading Performance by Test

Student Academic Growth and Success

APS Reading performance increased in 3rd, 7th, and 8th grades.

Assessment	APS/VA Performance Comparison	APS Pass Rate	VA Pass Rate	APS Three Year Trend
Grade 3 Reading		75%	68%	
Grade 4 Reading		79%	74%	
Grade 5 Reading		79%	73%	
Grade 6 Reading		79%	73%	
Grade 7 Reading		80%	73%	
Grade 8 Reading		81%	74%	
EOC Reading		85%	86%	

* Green represents outperforming the state. Red represents below the state.

Reading SOL Performance Comparison



Student Academic Growth and Success

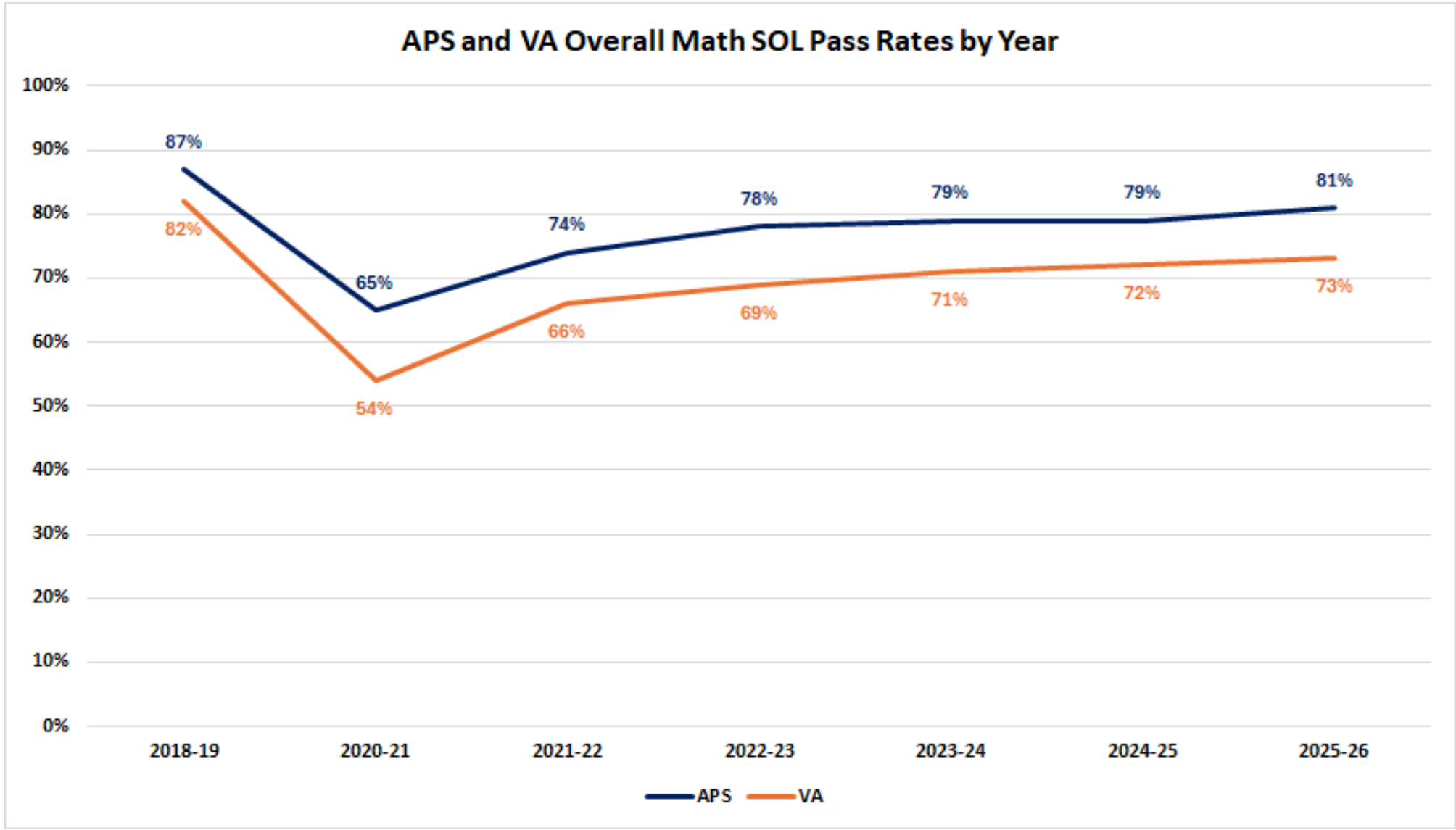
APS performance was second out of the larger districts in Northern Virginia.

Division Name	Subject	2025–2026 Pass Rate
Loudoun County	Reading	83
Arlington County	**Reading**	**80**
Fairfax County	Reading	80
Prince William County	Reading	76
Virginia	Reading	74
Alexandria City	Reading	63

APS Overall Math SOL Performance Compared With VA Overall Math SOL Performance

Student Academic Growth and Success

APS Math results outperformed the state by eight percentage points.



Mathematics SOL Performance by Test – All Students

Student Academic Growth and Success

APS Math performance increased in 3rd, 4th, 5th, 7th, and 8th grade and in Algebra and Geometry.

Assessment	APS/VA Performance Comparison	APS Pass Rate	VA Pass Rate	APS Three Year Trend
Grade 3 Math		81%	74%	
Grade 4 Math		80%	73%	
Grade 5 Math		81%	72%	
Grade 6 Math		62%	66%	
Grade 7 Math		68%	60%	
Grade 8 Math		80%	62%	
EOC Algebra I		90%	86%	
EOC Geometry		92%	82%	
EOC Algebra II		93%	88%	

* Green represents outperforming the state. Red represents below the state.

Math SOL Performance Comparison



Student Academic Growth and Success

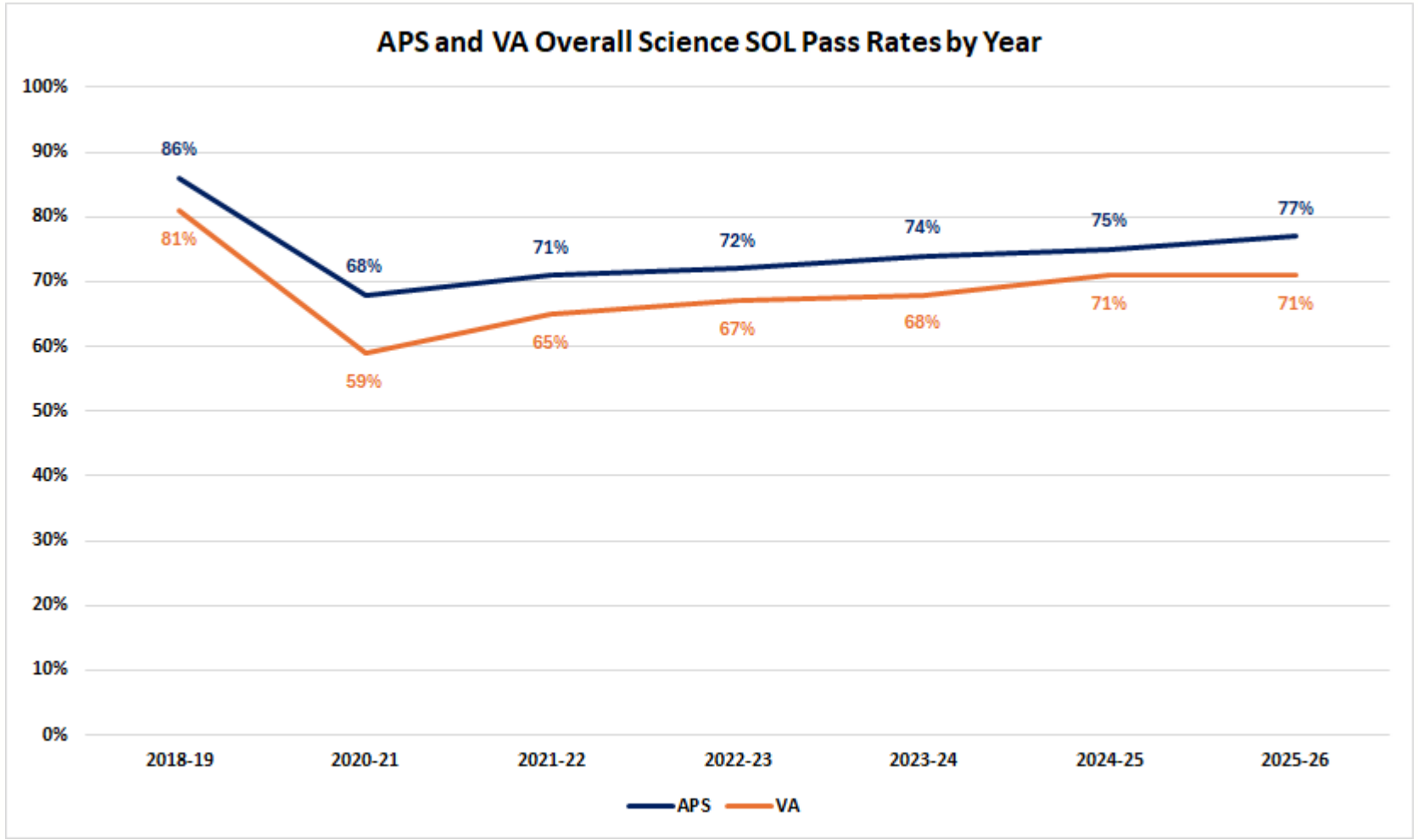
APS performance was second out of the larger districts in Northern Virginia.

Division Name	Subject	2025–2026 Pass Rate
Loudoun County	Math	82
Arlington County	**Math**	**81**
Fairfax County	Math	80
Prince William County	Math	74
Virginia	Math	73
Alexandria City	Math	59

APS Overall Science SOL Performance Compared With VA Overall Science SOL Performance

Student Academic Growth and Success

APS Science results outperformed the state by six percentage points.



All Students' Science Performance by Test

Student Academic Growth and Success

APS Science performance increased in every tested subject.

Assessment	APS/VA Performance Comparison	APS Pass Rate	VA Pass Rate	APS Three Year Trend
Grade 5 Science		76%	69%	
Grade 8 Science		77%	66%	
End of Course Biology		84%	77%	
End of Course Chemistry		54%	51%	
End of Course Earth Science		53%	72%	

*Green represents outperforming the state. Red represents below the state.

Science SOL Performance Comparison



Student Academic Growth and Success

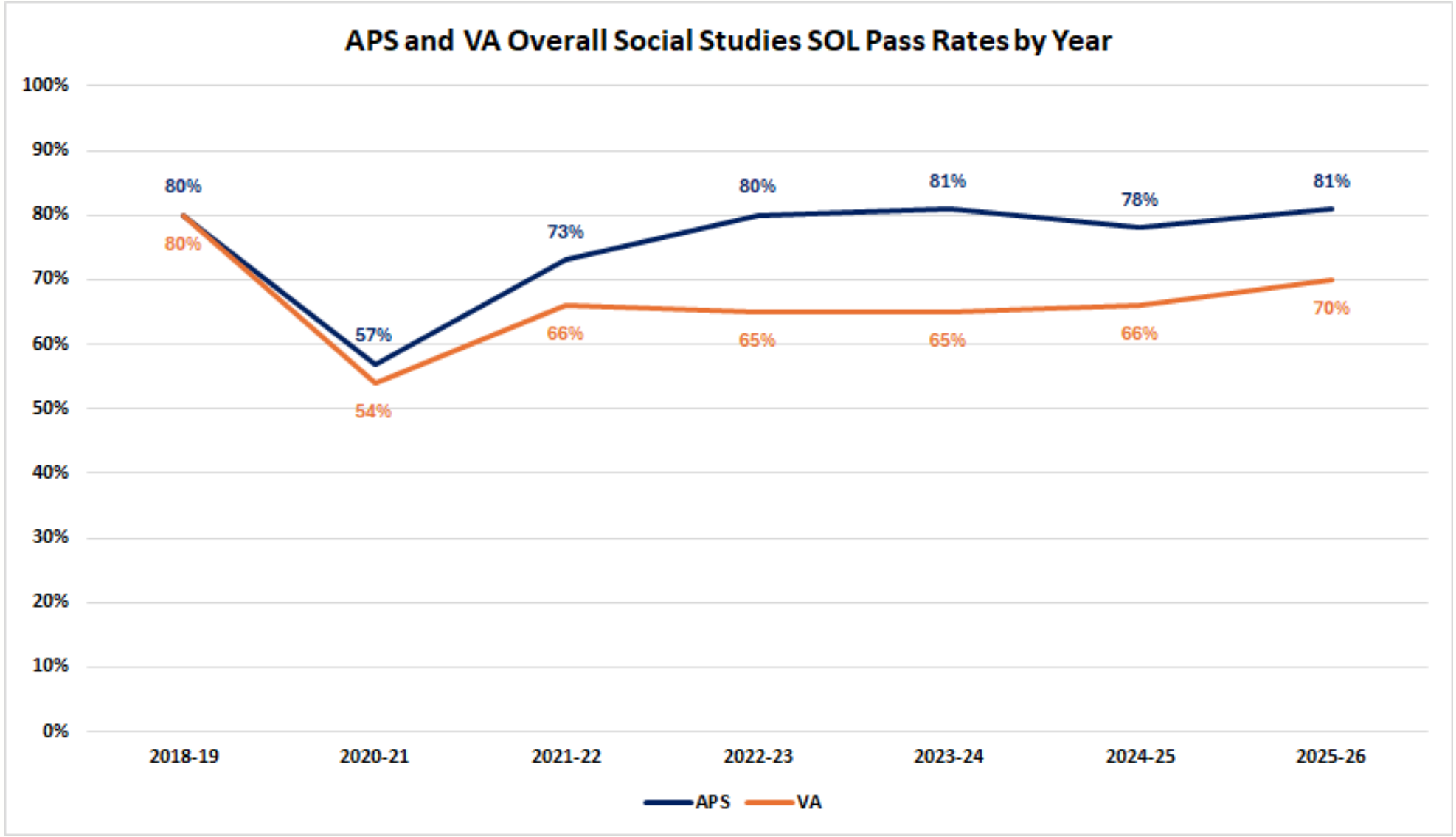
APS performance was second out of the larger districts in Northern Virginia.

Division Name	Subject	2025–2026 Pass Rate
Loudoun County	Science	80
Arlington County	**Science**	**77**
Fairfax County	Science	76
Prince William County	Science	71
Virginia	Science	71
Alexandria City	Science	56

APS Overall Social Studies SOL Performance Compared With VA Overall Social Studies SOL Performance

Student Academic Growth and Success

APS Social Studies results outperformed the state by 11 percentage points.



All Students' Social Studies Performance by Test

Student Academic Growth and Success

APS saw increases in performance in VA Studies, Civics and Economics, and Geography.

Assessment	APS/VA Performance Comparison	APS Pass Rate	VA Pass Rate	APS Three Year Trend
VA Studies		80%	71%	
Civics and Economics		83%	73%	
End of Course Geography	N/A	TS	70%	N/A
End of Course World History I		40%	71%	N/A
End of Course World History II		40%	41%	N/A
End of Course VA and US History		65%	38%	

*Green represents outperforming the state. Red represents below the state.

Social Studies SOL Performance Comparison



Student Academic Growth and Success

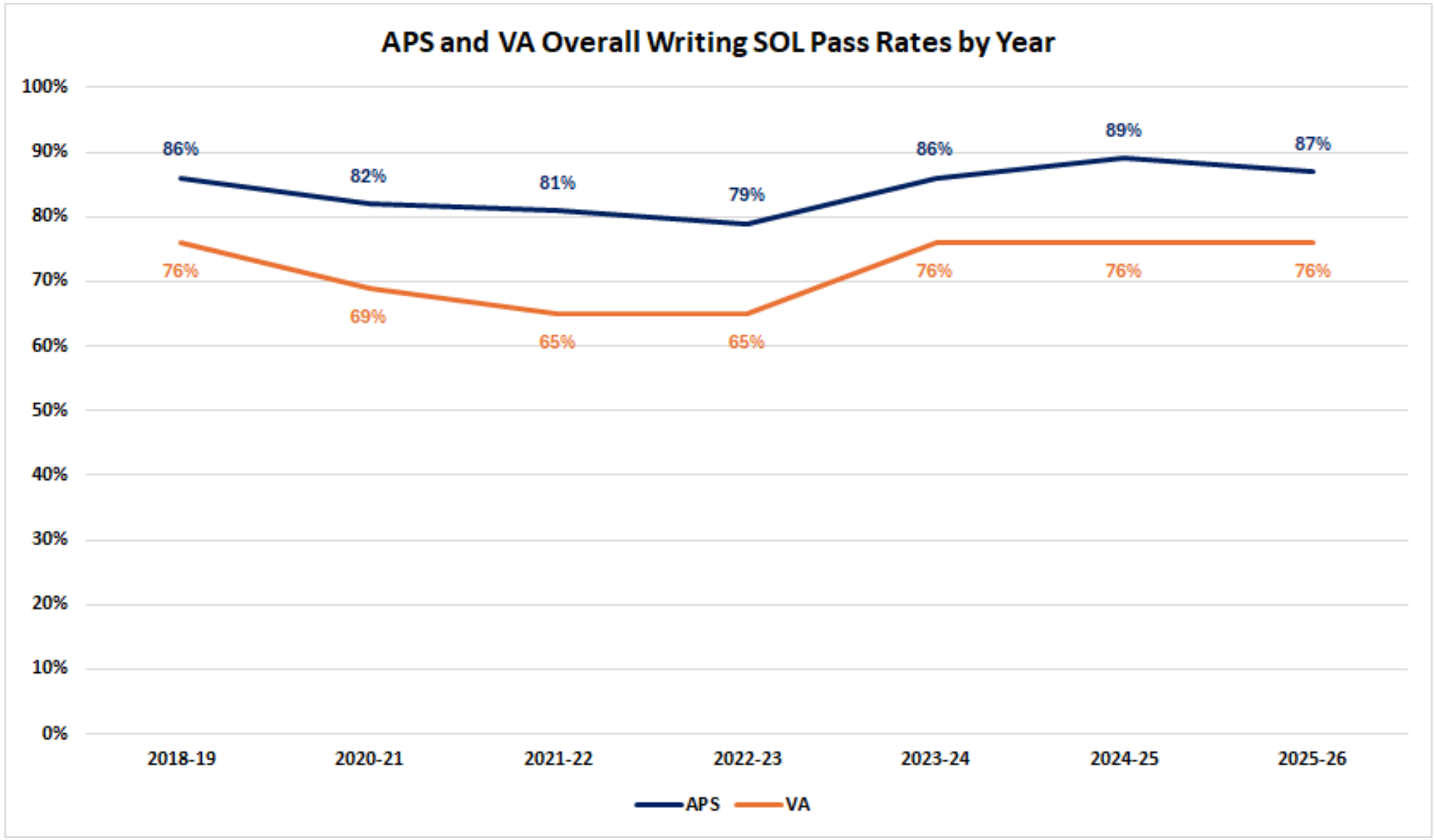
APS performance was second out of the larger districts in Northern Virginia.

Division Name	Subject	2025–2026 Pass Rate
Loudoun County	Social Studies	88
Arlington County	**Social Studies**	**81**
Prince William County	Social Studies	79
Alexandria City	Social Studies	71
Social Studies	Social Studies	70
Fairfax County	Social Studies	48

APS Overall Writing SOL Performance Compared With VA Overall Writing SOL Performance

Student Academic Growth and Success

APS Writing results outperformed the state by 11 percentage points.



All Students' Writing Performance by Test

Student Academic Growth and Success

APS saw a two-percentage decline in Writing as substitute tests for students were introduced last year.

Assessment	APS/VA Performance Comparison	APS Pass Rate	VA Pass Rate	APS Three Year Trend
EOC Writing		87%	76%	

*Green represents outperforming the state. Red represents below the state.

Writing SOL Performance Comparison



Student Academic Growth and Success

APS performance was second out of the larger districts in Northern Virginia.

Division Name	Subject	2025–2026 Pass Rate
Loudoun County	Writing	89
Arlington County	**Writing**	**87**
Prince William County	Writing	78
Virginia	Writing	76
Fairfax County	Writing	11
Alexandria City	Writing	TS

Black Students' Overall SOL by Subject



Student Academic Growth and Success

Black students saw increases in Math Science, and Social Studies.

Black Students' 2023–2024 to 2025–2026 Overall SOL Performance by Subject

Subject	Subgroup	VA Black Students' Average 2023–2024 Pass Rate	APS Black Students' Average 2023–2024 Pass Rate	VA Black Students' Average 2024–2025 Pass Rate	APS Black Students' Average 2024–2025 Pass Rate	VA Black Students' Average 2025–2026 Pass Rate	APS Black Students' Average 2025–2026 Pass Rate
English: Reading	Black	60	**70**	62	**70**	63	**70**
Mathematics	Black	57	**65**	58	**63**	59	**66**
Science	Black	53	**58**	57	**59**	57	**62**
History and Social Sciences	Black	49	**55**	51	**59**	55	**63**
English: Writing	Black	**61**	**78**	**62**	**85**	**64**	**76**

Hispanic Students' Overall SOL by Subject



Student Academic Growth and Success

Hispanic students saw increases in Math, Science, and Social Studies.

Hispanic Students' 2023–2024 to 2025–2026 Overall SOL Performance by Subject

Subject	Subgroup	VA Hispanic Students' Average 2023–2024 Pass Rate	APS Hispanic Students' Average 2023–2024 Pass Rate	VA Hispanic Students' Average 2024–2025 Pass Rate	APS Hispanic Students' Average 2024–2025 Pass Rate	VA Hispanic Students' Average 2025–2026 Pass Rate	APS Hispanic Students' Average 2025–2026 Pass Rate
English: Reading	Hispanic	59	**60**	59	**57**	61	**58**
Mathematics	Hispanic	58	**59**	60	**61**	61	**63**
Science	Hispanic	54	**53**	57	**53**	58	**59**
History and Social Sciences	Hispanic	56	**61**	58	**57**	63	**62**
English: Writing	Hispanic	**66**	**70**	**64**	**79**	**64**	**76**

English Learners' (ELs') Overall SOL by Subject



Student Academic Growth and Success

EL students saw increases in Reading, Math, Science, and Social Studies.

ELs' 2023–2024 to 2025–2026 Overall SOL Performance by Subject

Subject	Subgroup	VA ELs' Average 2023–2024 Pass Rate	APS ELs' Average 2023–2024 Pass Rate	VA ELs' Average 2024–2025 Pass Rate	APS ELs' Average 2024–2025 Pass Rate	VA ELs' Average 2025–2026 Pass Rate	APS ELs' Average 2025–2026 Pass Rate
English: Reading	ELs	33	**37**	33	**32**	34	**33**
Mathematics	ELs	42	**45**	45	**47**	46	**48**
Science	ELs	29	**29**	33	**29**	34	**33**
History and Social Sciences	ELs	36	**39**	39	**37**	42	**40**
English: Writing	ELs	**26**	**25**	**26**	**31**	**27**	**28**

Students With Disabilities' (SWD's) Overall SOL by Subject

Student Academic Growth and Success

SWD students saw increases in Science and Math.

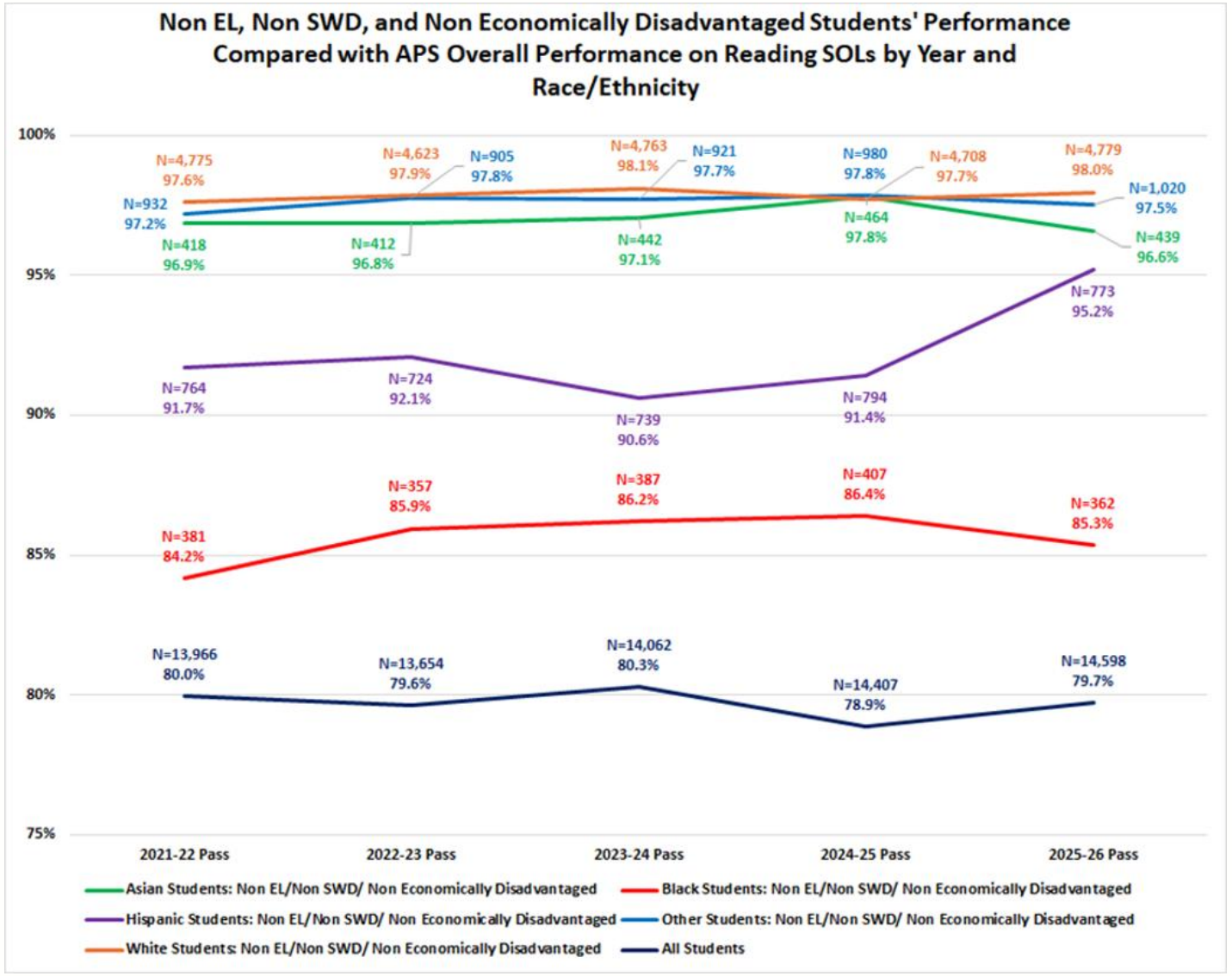
SWD 2023–2024 to 2025–2026 Overall SOL Performance by Subject

Subject	Subgroup	VA SWD's Average 2023–2024 Pass Rate	APS SWD's Average 2023–2024 Pass Rate	VA SWD's Average 2024–2025 Pass Rate	APS SWD's Average 2024–2025 Pass Rate	VA SWD's Average 2025–2026 Pass Rate	APS SWD's Average 2025–2026 Pass Rate
English: Reading	SWD	45	**53**	45	**50**	45	**49**
Mathematics	SWD	45	**51**	45	**48**	44	**49**
Science	SWD	40	**47**	42	**48**	42	**50**
History and Social Sciences	SWD	35	**51**	37	**47**	38	**47**
English: Writing	SWD	**36**	**59**	**37**	**73**	**38**	**73**

Reading Proficiency for Grades 3–12 by Race

Student Academic Growth and Success

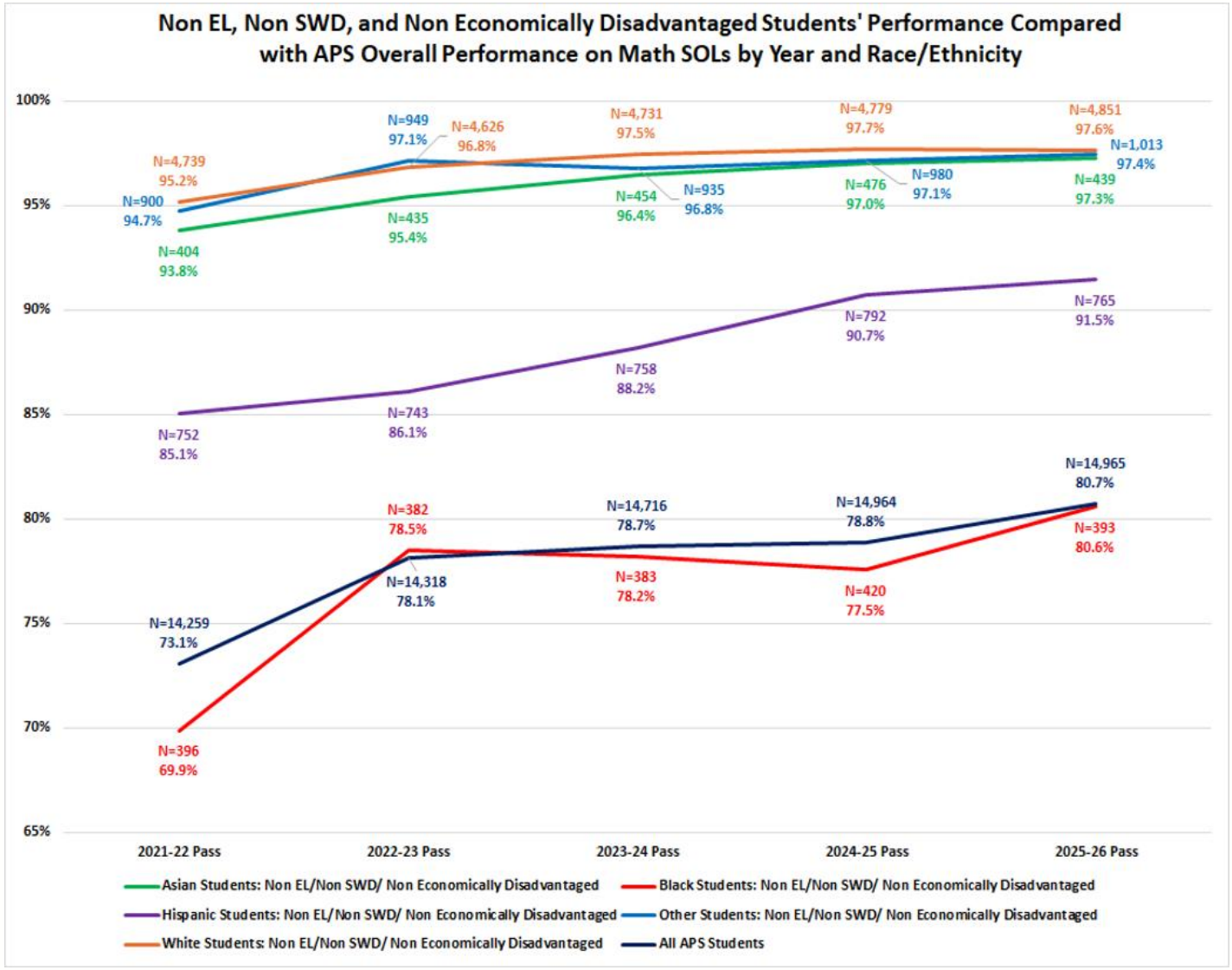
Assessing our students by race only, we see that Black, white, Hispanic, and Asian students are performing above 85% in Reading proficiency.



Math Proficiency for Grades 3–12 by Race

Student Academic Growth and Success

Assessing students by race only, we see that white, Asian, and Hispanic students are performing above 90% proficiency. There is a gap for Black students, who scored just above 77%.



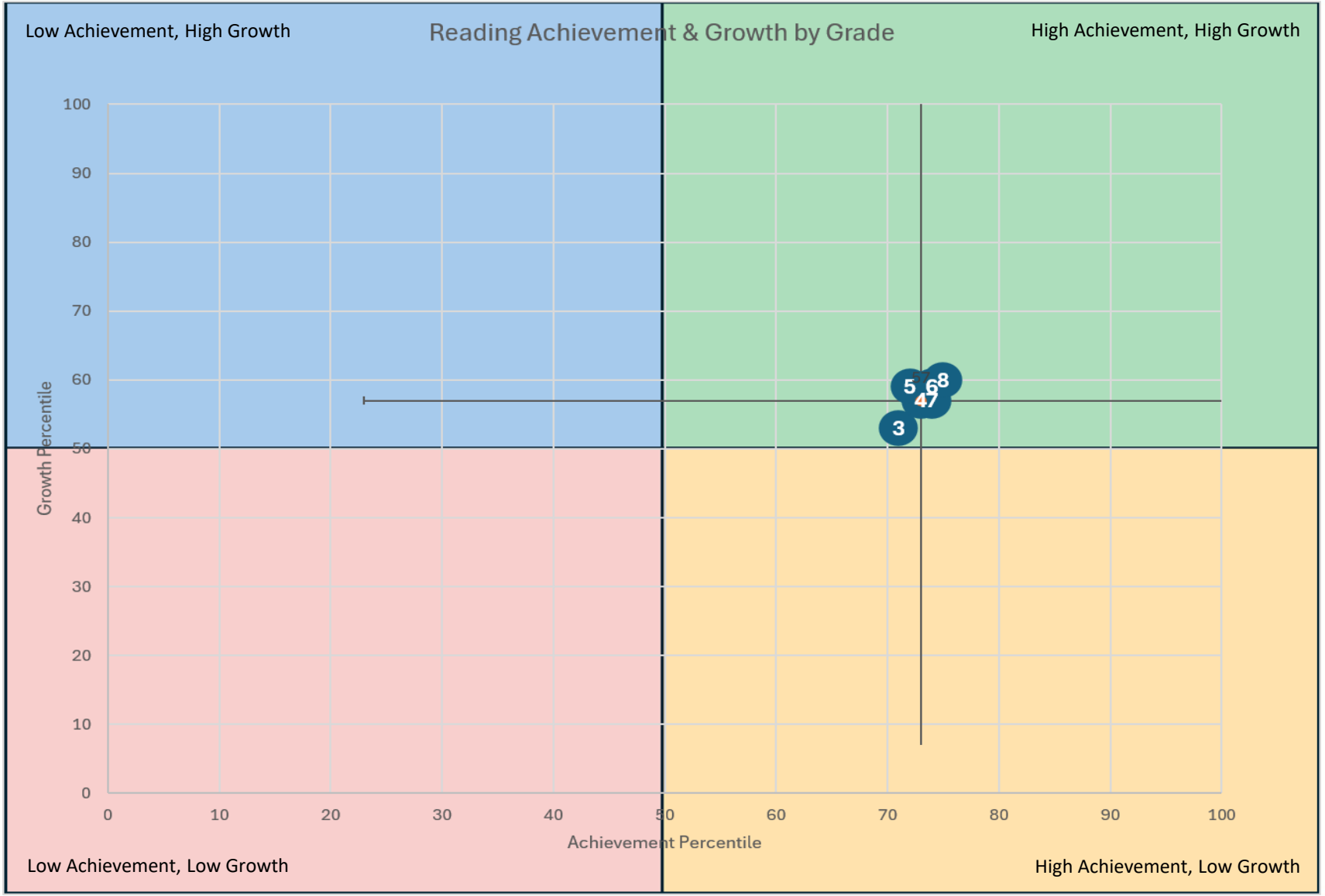
Measures of Academic Progress (MAP) Growth Performance

Student Academic Growth and Success



Reading Achievement and Growth by Grade

Grade Level	Achievement Percentile	Growth Percentile
3	71	53
4	73	57
5	72	59
6	74	59
7	74	57
8	75	60



APS saw the highest achievement and growth in 8th grade.

Achievement: *Shows how well a student has learned skills in a subject area*

Growth: *A measure of the student's personal progress over the year*

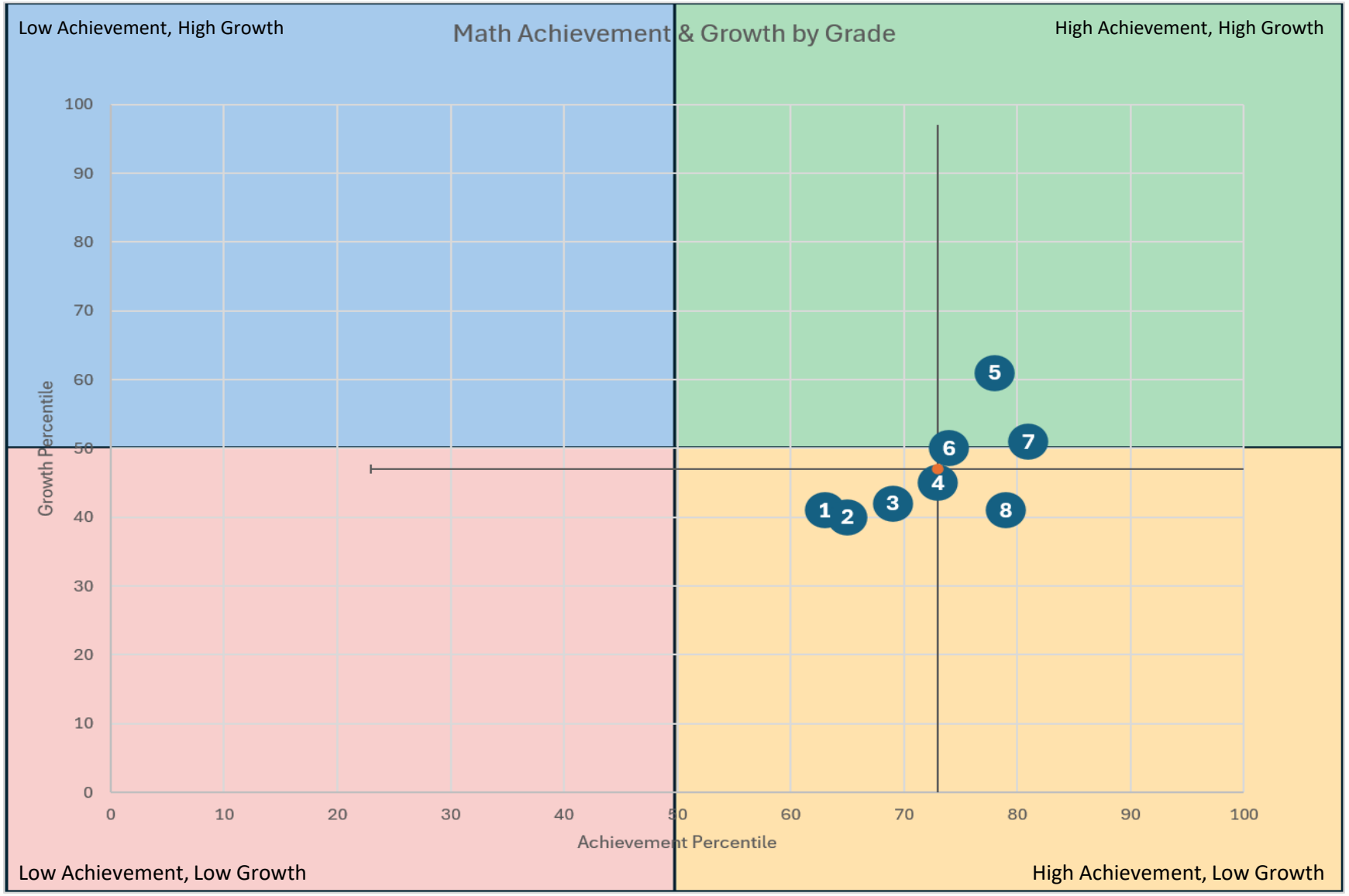
Math Achievement & Growth by Grade

Grade Level	Achievement Percentile	Growth Percentile
1	63	41
2	65	40
3	69	42
4	73	45
5	78	61
6	74	50
7	81	51
8	79	41

APS saw the highest achievement and growth in 5th grade.

Achievement: *Shows how well a student has learned skills in a subject area*

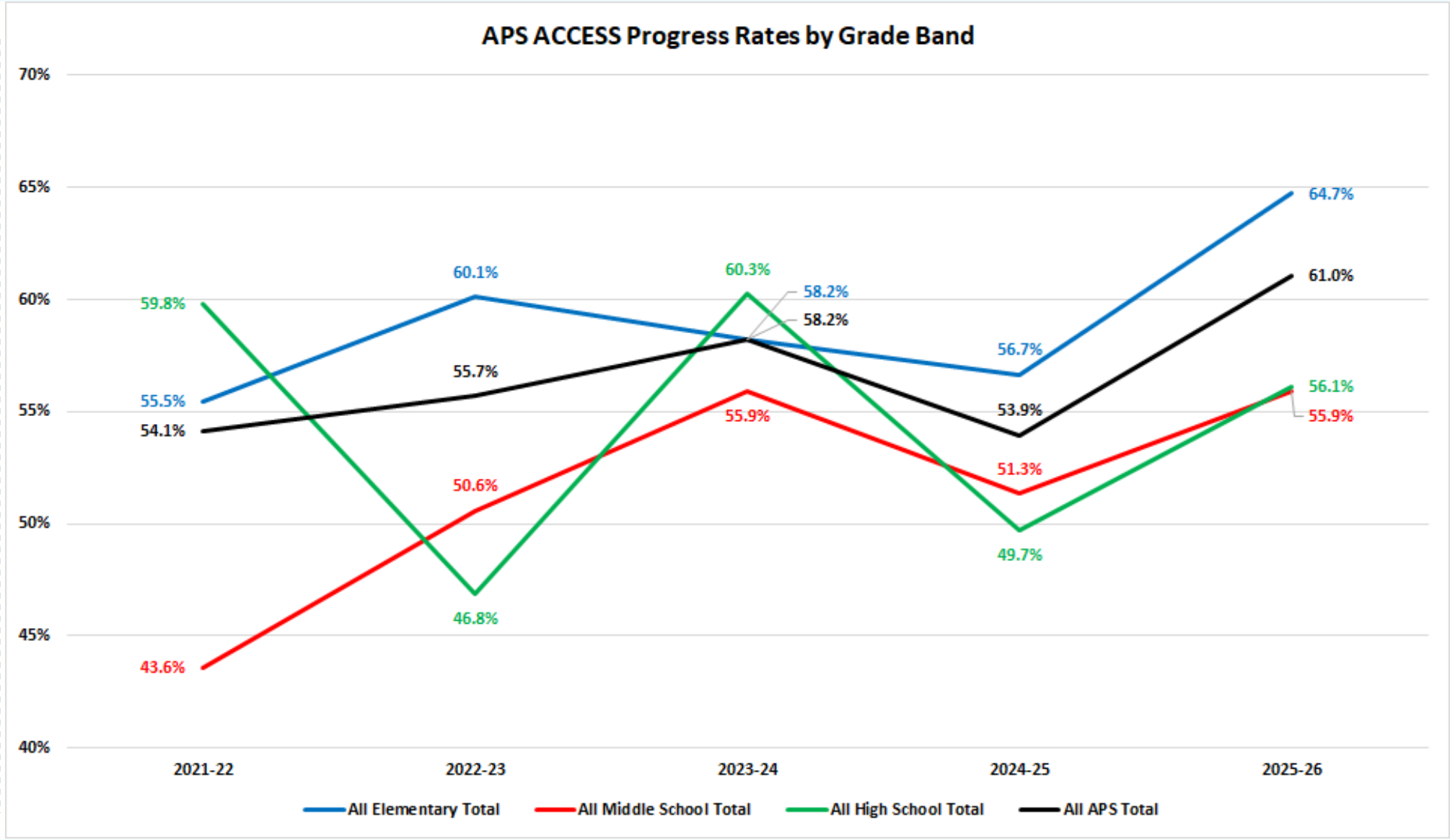
Growth: *A measure of the student's personal progress over the year*



Advanced Culture, Civics, and English Studies (ACCESS) Progress Rates

Student Academic Growth and Success

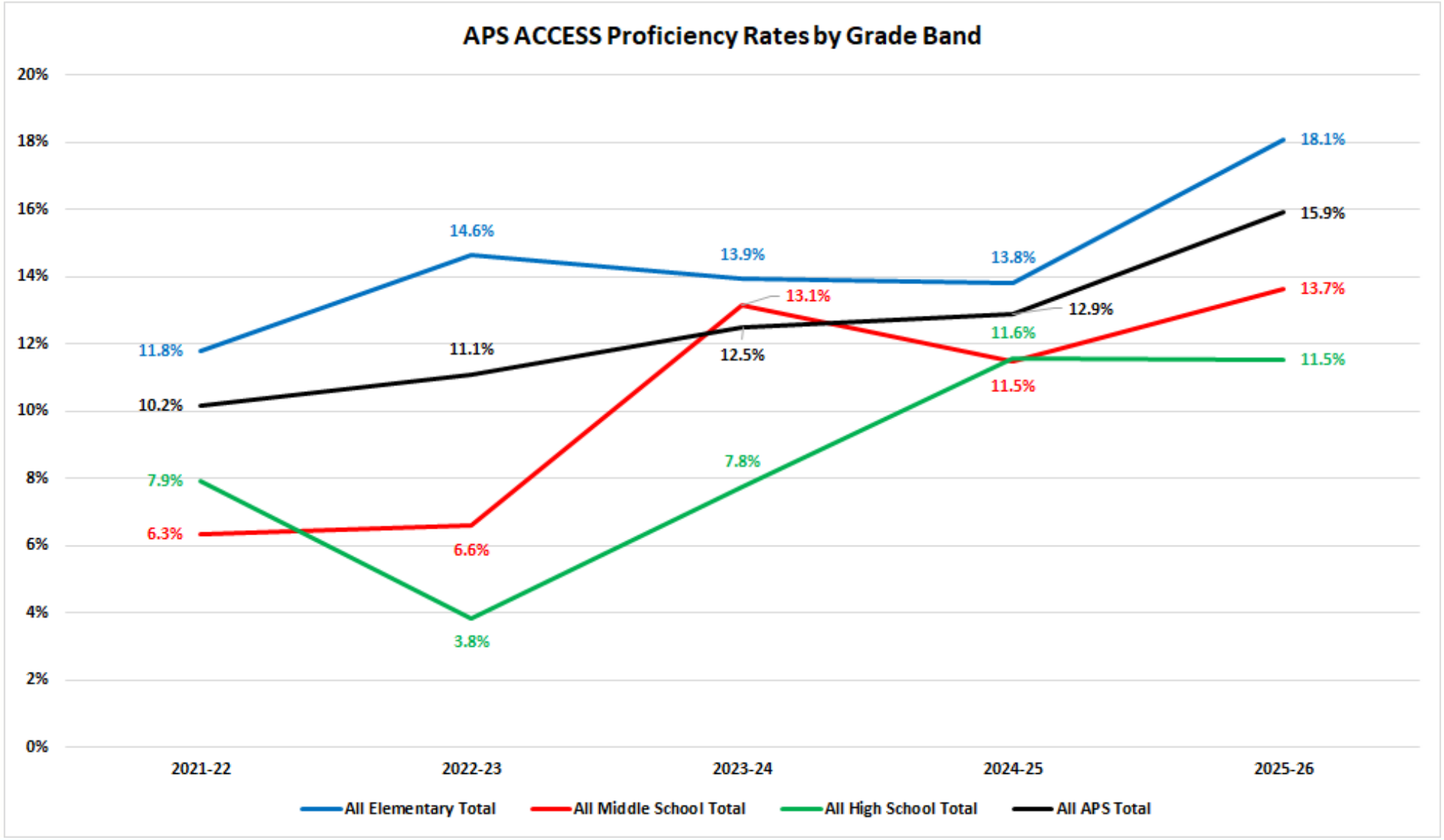
APS saw increases in ACCESS progress at all levels.



ACCESS Proficiency Rates

Student Academic Growth and Success

APS saw increases in proficiency rates in in elementary and middle schools on English Language Proficiency Assessment.



Progress Worth Celebrating: Chronic Absenteeism

Chronic Absenteeism Continues to Decline

10.1%

Division-wide chronic absenteeism

Down from 13.2% in 2023–2024

34 schools

Reduced their chronic absenteeism rate

13.2%

Secondary chronic absenteeism

Down from 15.5% in 2023–2024

6.3%

Elementary chronic absenteeism

Down from 11.1% in 2023–2024

Supporting Schools and Actions



Collaborative School Support Model

Together, we accelerate student achievement.

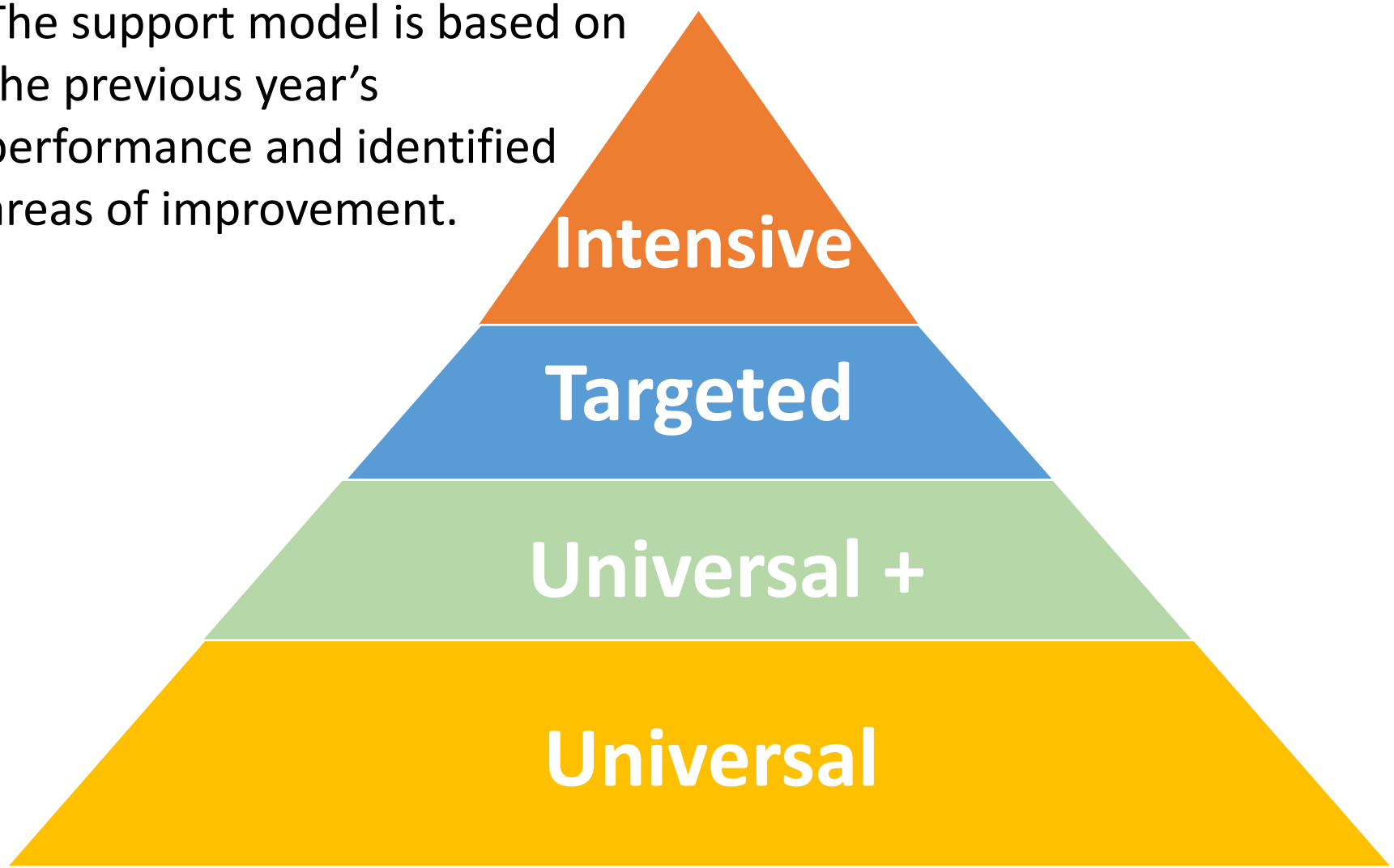
A collaborative approach to strengthen instruction and build collective efficacy in our schools

PfP Tiers of Support



Student Success & Well-Being

The support model is based on the previous year's performance and identified areas of improvement.



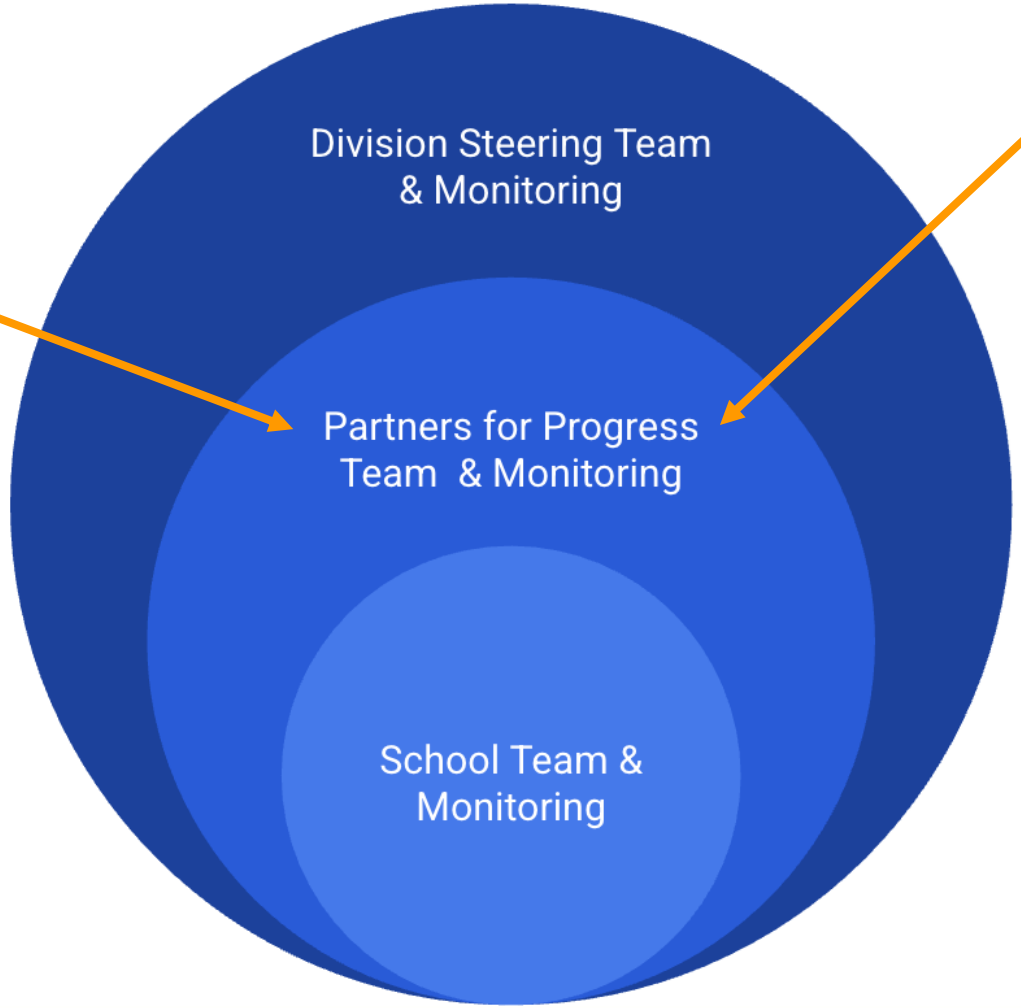
2026–2027 Intensive & Targeted Support Schools

Intensive	Targeted	Universal +
ELEMENTARY Abingdon Barrett Barcroft Carlin Springs Drew Hoffman-Boston Randolph	**ELEMENTARY** Long Branch **MIDDLE** Thomas Jefferson	**ELEMENTARY** Alice West Fleet (with SWD support) Innovation (with SWD support) **MIDDLE** Gunston (with Reading support) Kenmore (with Reading support)
HIGH Arlington Community High School (ACHS)		**HIGH** Wakefield (with 3E support) Langston (with 3E support)

Who Are the Partners?

School Team*

- Principal
- Assistant Principal
- Instructional Lead Teacher (ILT)
- Reading Specialist(s)
- Math Coach
- EL/Special Education (SPED) Lead
- Student Support Coordinator (SSC)
- Advanced Academic Coach (AAC)
- Instructional Technology Coordinator (ITC)
- Testing Coordinator
- School Counselor



Central Office Team

- Executive Principal
- Executive Directors
- Directors
- Supervisors
- Teacher specialists

**Every school identified for additional support will have a dedicated cross-departmental team of Central Office staff.*

This is a sample; principals will met with their central office liaison to identify key members based on action plan goals and data.

2026–2027 Support Model (Intensive Schools)

Supports to Continue:

- Monthly Team Meetings
- Dedicated Support Team
- Principal Support & Coaching
- Division-Wide PL

Additions, Adjustments, and Expectations

- Monthly individual principal progress monitoring meeting (Executive Principal and Executive Director)
  - Using action plan monitoring for implementation and quarterly updates
- Monthly PfP meeting expectations
  - Schedule of visits to be provided with alternating a.m. and p.m. for the full year
  - Common and focused look-for documents (Kick-Up and Calibration)
  - Members of the school team
    - Required members by goal area
    - Collaboration with a liaison on remaining members (smaller when possible)
  - Progress monitoring data schedule provided
    - Disaggregated data by subgroup
    - Tier 1 assessment data (not MAP Growth, unless specified): Unit assessment data, etc.
  - Cycle of classroom/teacher visits and follow-up feedback
    - Schedule of teacher visits to be created by grade/subject
    - Required follow-up within 48 hours and artifacts shared (samples to be provided)

2026–2027 Support Model (Targeted & Universal + Schools)

Targeted Supports to Continue:

- Quarterly Team Meetings
- Dedicated Support Team
- Principal Support and Coaching
- Division-Wide PL

Targeted School Expectations

- Quarterly individual principal progress monitoring meeting (Executive Principal and/or Executive Director)
  - Using action plan monitoring for implementation and quarterly updates
- Quarterly team meetings expectations
  - Schedule of visits to be provided with alternating a.m. and p.m. for the full year
  - Common and focused look-for documents (Kick-Up and Calibration)
  - Members of the school team
    - Required members by goal area
    - Collaboration with a liaison on remaining members (smaller when possible)
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  - Cycle of classroom/teacher visits and follow-up feedback
    - Schedule of teacher visits to be created by grade/subject
    - Required follow-up within 48 hours and artifacts shared (samples to be provided)

Universal + School Supports and Expectations

- Specific support provided for area of need and data
- Principal Attendance at PfP Quarterly Principal Meetings

Central Office Support of PfP Schools

Supports to Continue:

- Monthly Team Meetings
- Dedicated Support Team
- Principal Support and Coaching
- Division-Wide PL

Additions and Adjustments

- Support action planning with clearer monitoring for implementation and 13 strategies.
- Prioritize and support implementation of high-leverage instructional strategies.
- Modify central team support configurations:
  - Clarity of roles, expectations, and prioritization
  - New SDI Specialists and behavior resources
  - SPED Administrator support
  - Student Services supports (social and emotional learning; attendance; discipline; diversity, equity, and inclusion (DEI); etc.)
- Develop and provide Unit Benchmark Assessments: Reading and Math (Science was already initiated).
- Provide SDI Institute follow-up learning, coaching, and support.
- Provide differentiated support with lead teachers and coaches.
- Facilitate elementary-to-middle school vertical articulation opportunities.

ALL PfP Schools Expectations

- Monthly MTSS Team Required; Launched by September; Coaching Team Biweekly Minimum Meetings and Coaching Cycle Tracker
- Collaborative Learning Teams (CLTs) Weekly for Reading and Math; Launch by Week 2 (Science Min of Monthly)
- Student Small-Group Launch by 9/15 for All PfP Schools
- Implementation of Unit Benchmark Assessments: Reading, Math, and Science
- Specially Designed Instruction (SDI) Institute Follow-Up Sessions and Coaching
- School-Based PL Plan Required and Submitted
- Prioritizing Tutoring for PfP Schools Only for Fall With Specific Criteria

Specially Designed Instruction (SDI)

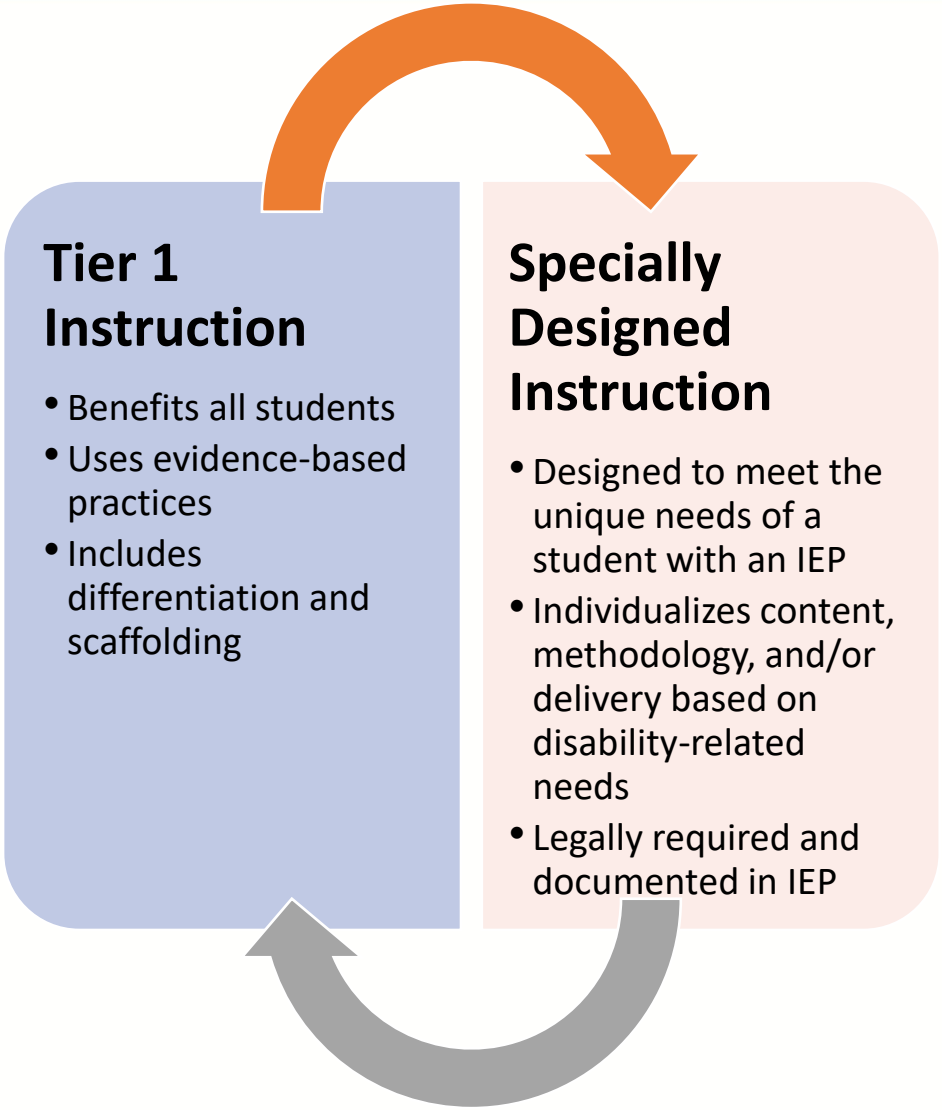
Let's Break It Down!

Content	Methodology	Delivery
		
• Standards of Learning (SOLs) • Foundational skills • Grade-level vocabulary and concepts	• Lessons are clear and easy to follow • Skills are taught directly and step by step • Learning builds in a logical sequence • Students learn using different senses	• Group size • Dosage - frequency and duration • Setting • Provider

Tier 1 Instruction vs Specially Designed Instruction



Student Academic Growth and Success



Quarterly Academic Growth and Student Well-Being Progress Reports



FOCUS AREA #1: Student Academic Growth

- What achievement or growth data are available (e.g., MAP, Virginia Language and Literacy Screening System (VALLSS, etc.) to demonstrate progress in academic performance?
- What strengths exist in the academic data across student subgroups?
- What gaps exist in academic data across student subgroups?
- What supports have been put in place for schools in response to the data?
- What accomplishments were completed (compared to prior quarter)?

FOCUS AREA #2: Student Well-Being

- What data are available (e.g., chronic absenteeism, discipline, bullying, etc.) to demonstrate progress in student well-being?
- What strengths exist in the data across student subgroups?
- What gaps exist in the data across student subgroups?
- What supports have been put in place for schools in response to the data?
- What are the follow-up actions for the next quarter?
- What accomplishments were completed (compared to prior quarter)?

Quarterly Report Posting Timeline



Student Academic Growth and Success

QTR	Milestone	Date
Q1	Superintendent's announcements/posted online	Nov. 12
Q2	Superintendent's announcements/posted online	Feb. 18
Q3	Superintendent's announcements/posted online	Apr. 29
Q4	Superintendent's announcements/posted online	Jul. 2

New SOL Cut Scores

2026–2027 Reading and Math SOL Cut Scores

Pass/Approaching: Temporary Transition Level

- This range was added temporarily during the multiyear phase-in to higher cut scores.
- Students in this range are considered to have **passed** for graduation requirements and school accountability.
- **Pass/Approaching does not indicate grade-level mastery** of the more rigorous standards.
- Only **Pass/Proficient** and **Pass/Advanced** indicate demonstrated grade-level mastery.

School Year 2026 – 2027 Proficiency Implementation Plan

Reading and Math

Virginia Department of Education

Reading Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
Grade 3	0-408	409-417	**418***-443	444-501	502-600
Grade 4	0-414	415-425	**426***-450	451-513	514-600
Grade 5	0-401	402-413	**414***-445	446-509	510-600
Grade 6	0-389	390-412	**413***-448	449-514	515-600
Grade 7	0-375	376-412	**413***-448	449-510	511-600
Grade 8	0-385	386-412	**413***-448	449-515	516-600

End of Course Reading Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Does Not Meet	Pass/Approaching	Pass/Proficient	Pass/Advanced
EOC Reading	0-399	—	**400***-499	500-600

Math Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
Grade 3	0-375	376-409	**410***-442	443-520	521-600
Grade 4	0-383	384-410	**411***-444	445-517	518-600
Grade 5	0-378	379-410	**411***-444	445-510	511-600
Grade 6	0-379	380-407	**408***-432	433-506	507-600
Grade 7	0-387	388-407	**408***-429	430-507	508-600
Grade 8	0-387	388-407	**408***-429	430-502	503-600

End of Course Math Assessment Cut Scores: 2026 – 2027

Grade Level	Fail/Does Not Meet	Pass/Approaching	Pass/Proficient	Pass/Advanced
Algebra I	0-412	**413***-452	453-517	518-600
Geometry	0-412	**413***-451	452-509	510-600
Algebra II	0-410	**411***-442	443-504	505-600

*Note: Scale score in **bold with asterisks(*)** indicates the minimum score considered "passing" in the 2026-2027 school year. The dashes (—) indicate data is not applicable.*

New SOL Cut Scores, Continued

The 11th grade (EOC) Reading cut score will be updated for the 2028–2029 SY.

End of Course (EOC) Reading

Year	Fail/Does Not Meet	Pass/Approaching	Pass/Proficient	Pass/Advanced
2025-2026	0-399	—	**400***-499	500-600
2026-2027	0-399	—	**400***-499	500-600
2027-2028	0-399	—	**400***-499	500-600
2028-2029	0-419	**420***-478	479-542	543-600
2029-2030	0-438	**439***-478	479-542	543-600
2030-2031	0-458	**459*-478**	479-542	543-600
2031-2032	0-478	—	**479***-542	543-600

Grade 3 Mathematics

Year	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
2025-2026	0-341	342-399	—	**400***-499	500-600
2026-2027	0-375	376-409	**410***-442	443-520	521-600
2027-2028	0-375	376-420	**421***-442	443-520	521-600
2028-2029	0-375	376-431	**432***-442	443-520	521-600
2029-2030	0-375	376-442	—	**443***-520	521-600

Grade 4 Mathematics

Year	Fail/Below Basic	Fail/Basic	Pass/Approaching	Pass/Proficient	Pass/Advanced
2025-2026	0-344	345-399	—	**400***-499	500-600
2026-2027	0-383	384-410	**411***-444	445-517	518-600
2027-2028	0-383	384-421	**422***-444	445-517	518-600
2028-2029	0-383	384-432	**433***-444	445-517	518-600
2029-2030	0-383	384-444	—	**445***-517	518-600

Review the complete **VDOE Four-Year Phase-In Proficiency Implementation Plan for Reading and Math.**

Key Takeaways

Strong overall performance, meaningful progress, and clear priorities for deeper improvement

1 Progress is real and widespread.

Preliminary results place 94% of schools in the top-two accountability categories, and 34 schools reduced chronic absenteeism.

2 APS continues to outperform the state.

Division-wide SOL pass rates exceed Virginia in Reading, Mathematics, Science, Social Studies, and Writing.

3 Overall results do not tell the whole story.

Student-group and course-level results show persistent gaps, especially for ELs and SWD.

4 Improvement must be precise and sustained.

The next phase requires strong Tier 1 instruction, responsive use of data, inclusive practice, and differentiated school support.

Areas of Focus

- ➔ High-Quality Instruction
- ➔ Building Responsive School Communities
- ➔ Coherent Coaching and PL Systems

Vision for High-Quality Instruction in APS



Student Academic Growth and Success

- Students spend the **majority of class time** meaningfully reading, writing, discussing, and thinking about grade-level content–not copying, watching, or listening.
- Students know **what** they are doing, **why** they are doing it, and **how** they'll know when they've got it. When asked, they can tell us.
- Explicit instruction is dedicated to modeling a skill or mode of thinking, not just delivering content or reading from a script. **We show students how to learn, not just tell them what to know.**

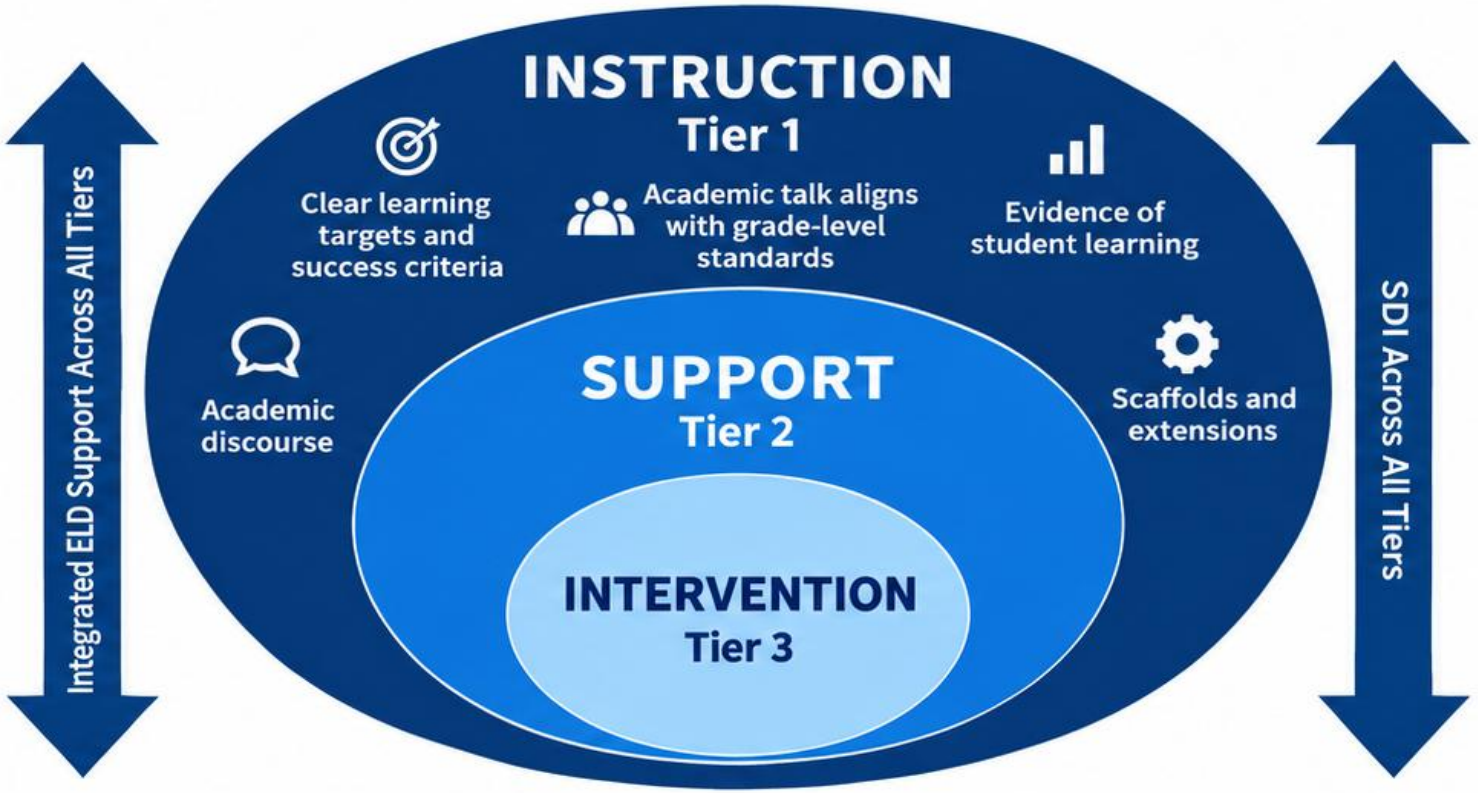
Arlington Public Schools

The Landscape of High Quality Instruction

EVERY STUDENT COUNTS

Integrated English Language Development

- Builds on students' cultural, linguistic, and academic assets
- Provides grade-level rigor with intentional language supports
- Ensures ELs access the same standards and experiences as peers
- Uses scaffolds to provide access—not reduce rigor
- Creates multiple opportunities for speaking and academic discourse



Specially Designed Instruction

Students with disabilities receive high-quality instruction, support, and intervention, as well as specially designed instruction.

SDI is layered on top of the general curriculum.

Depth & Complexity Framework

Language of the Discipline | Details | Patterns | Rules | Trends | Unanswered Questions | Ethics | Big Idea | Over Time | Multiple Perspectives | Across Disciplines

From Insight to Action

1

Strengthen the instructional core

Prioritize evidence-based literacy and mathematics practices, purposeful student work, clear learning expectations, and inclusive practices.

2

Respond to student need

Use disaggregated data and progress monitoring to deliver timely, targeted instruction and support. This includes coaching and PL.

3

Differentiate support for schools

Use PfP to align coaching, resources, accountability, and follow-through with each school's needs.

4

Monitor impact and adjust

Review academic growth and student well-being each quarter, make results visible, and refine actions when progress is insufficient.

Our work ahead in 2026–2027

Our Work Ahead



Student Academic Growth and Success

- **Maintain PfP support to provide targeted guidance for schools identified.**
- **Monitor and support the implementation of the new Mathematics instructional resources.**
- **Support schools with the implementation of new device standards, a homework policy, and an academic integrity policy.**
- **Continue professional learning and coaching on Specially Designed Instruction (SDI).**
- **Build educator capacity through Kagan Strategies for student engagement, Project *Guided Language Acquisition Design* (GLAD) instructional practices for multilingual learners, and Direct EL Teacher Training: Applying strategies in standards-aligned lessons**

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EVERY STUDENT COUNTS
EXCELLENCE FOR ALL

APS Strategic Plan
2024–2030



Academic Update Monitoring Report

Dr. Gerald R. Mann, Jr.
Chief Academic Officer

September 24, 2026