Arlington Public Schools

EVERY STUDENT COUNTS

APS Strategic Plan

2024-30



Partners for Progress Work Session

Jeffrey Carpenter, Executive Director, Student Services

Sarah Putnam, Executive Director, Curriculum & Instruction

Leona Smith, Executive Principal

Jonathan Turrisi, Director of Accountability, Evaluation, Strategic Planning

November 17, 2026

Work Session Agenda

- Accountability Results
- Partners for Progress: A Collaborative Support Model
- Actions to Date
- Questions & Answers

Accountability Results - 2024-2025 vs. 2025-2026

	SY 2024-2025	SY 2025-2026 (FINAL)
Distinguished	12 schools (34%)	21 schools (60%)
Meeting Expectations	15 schools (43%)	12 schools (34%)
Approaching Expectations	7 schools (20%)	1 school (3%)
Needs Intensive Support	1 school (3%)	1 school (3%)

Performance Categories based on Framework Score

	SY 2024-2025 (w/Federal Identification)	SY 2025-2026 (w/Federal Identification)
Distinguished	12 schools (34%)	18 schools (51%)
Meeting Expectations	12 schools (34%)	6 schools (17%)
Approaching Expectations	3 schools (9%)	9 schools (26%)
Needs Intensive Support	8 schools (23%)	2 schools (6%)

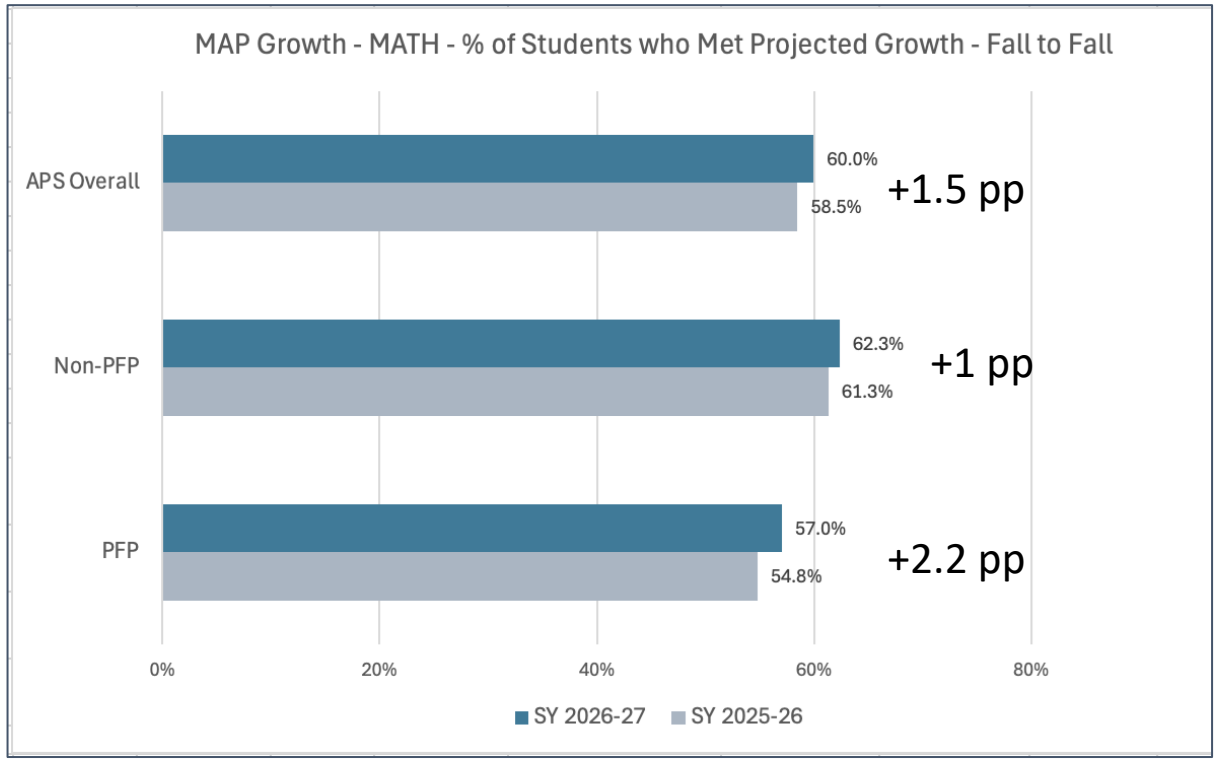
FINAL Performance Categories

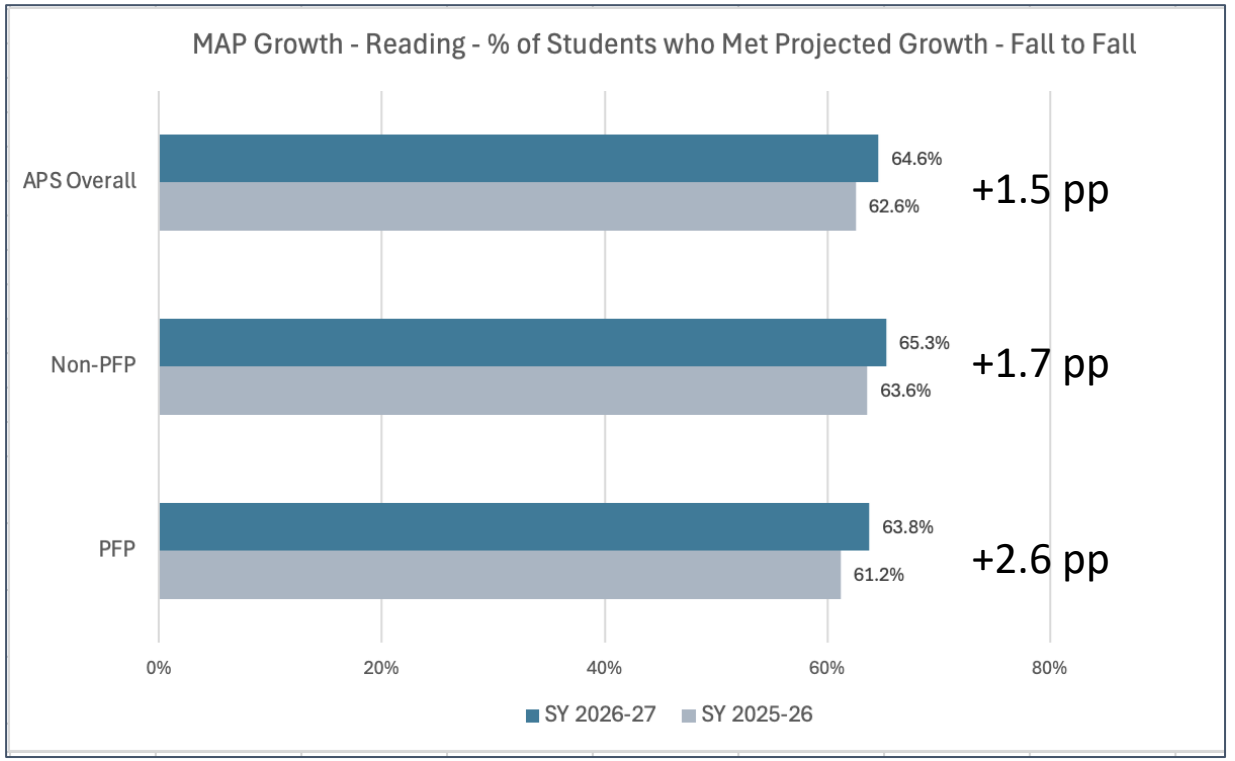
Accountability Results - 2024-2025 vs. 2025-2026 - Improvements

On Track (2024-2025) to Distinguished (2025-2026)	Off Track (2024-2025) to Meeting Expectations(2025-2026)	Schools with 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

-Performance categories shown are based on framework Scores
-Any school that was federally identified was moved down one category from what is shown above
****Schools that were Federally Identified***

MAP Growth - Fall to Fall Growth





The % of students who met their Fall to Fall projected growth target in Math & Reading increased for APS Overall from 2025-26 to 2026-27 with a slightly higher increase at schools receiving additional support over the past two years through Partners for Progress.

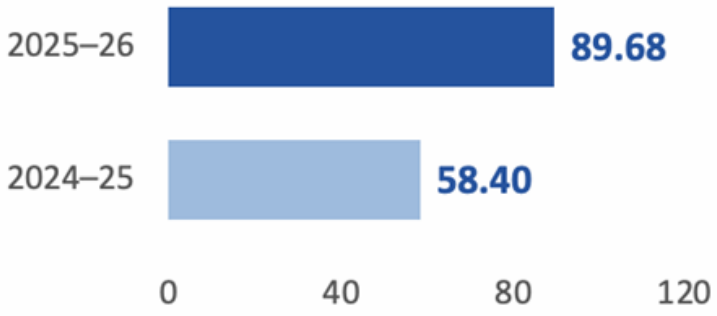
Top-20 Improvement in Academic Indicators Statewide

Campbell Elementary

Reading Growth

#20 of 1,131 elementary schools

31.28-point improvement

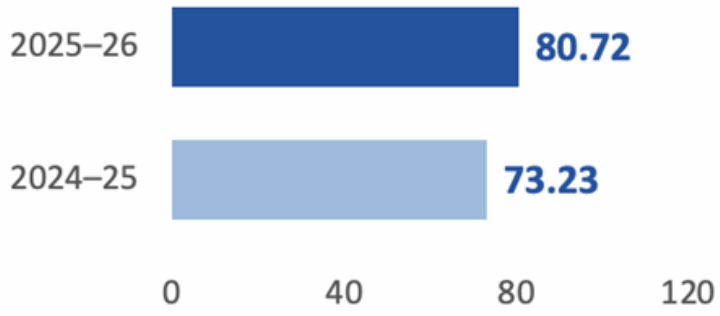


Carlin Springs Elementary

Math Performance

#19 of 1,131 elementary schools

7.49-point improvement

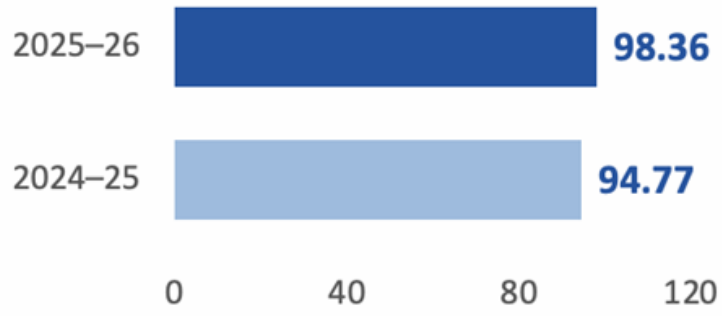


Gunston Middle

Science Performance

#16 of 320 middle schools

3.59-point improvement



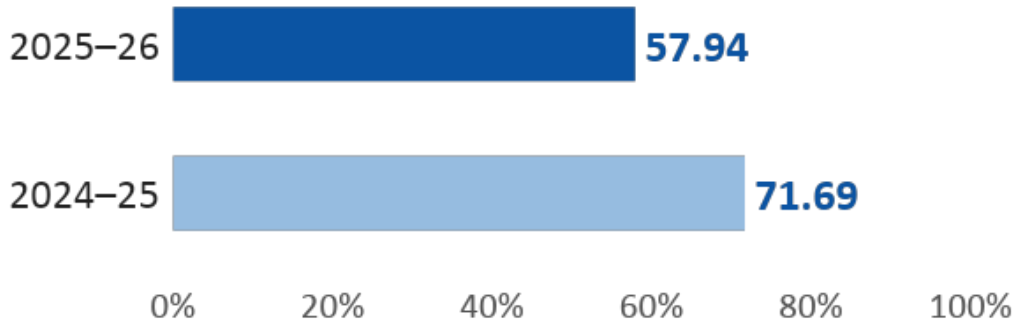
Improvement equals the 2025–2026 score minus the 2024–2025 score.

Top-20 Improvements in Chronic Absenteeism Statewide

Arlington Community High

#3 of 289 high schools

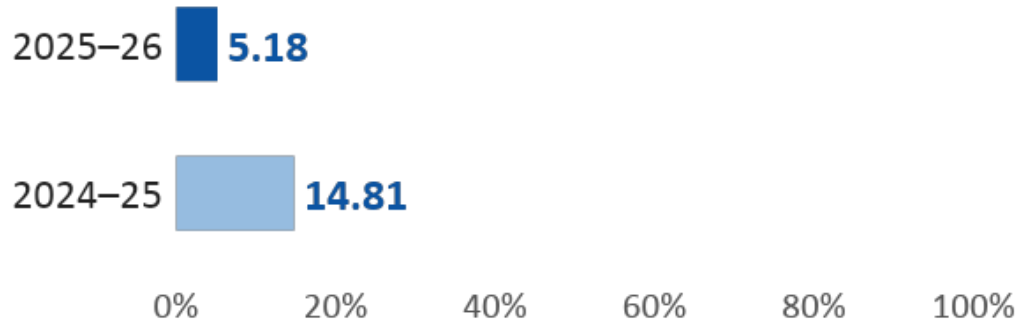
13.75 percentage-point decrease



Barrett Elementary

#16 of 1,131 elementary schools

9.63 percentage-point decrease



Both schools reduced chronic absenteeism from SY 2024–2025 to SY 2025–2026.

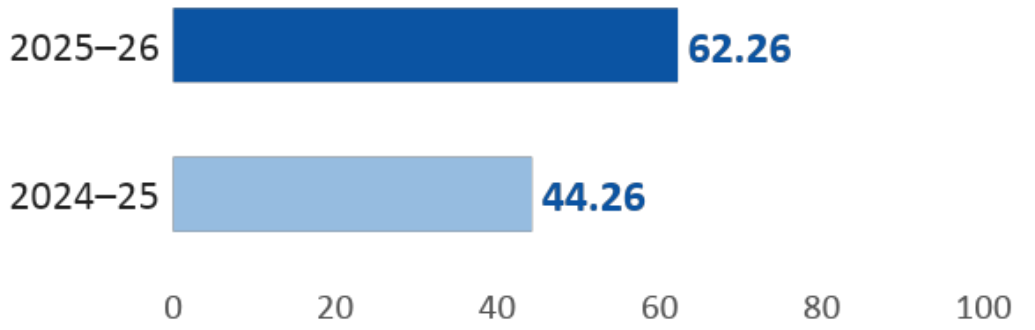
Top-20 Improvement in Graduation Indicators Statewide

Arlington Community High earned two top-20 graduation improvement ranks.

6 yr Federal Graduation Indicator

#1 of 286 high schools

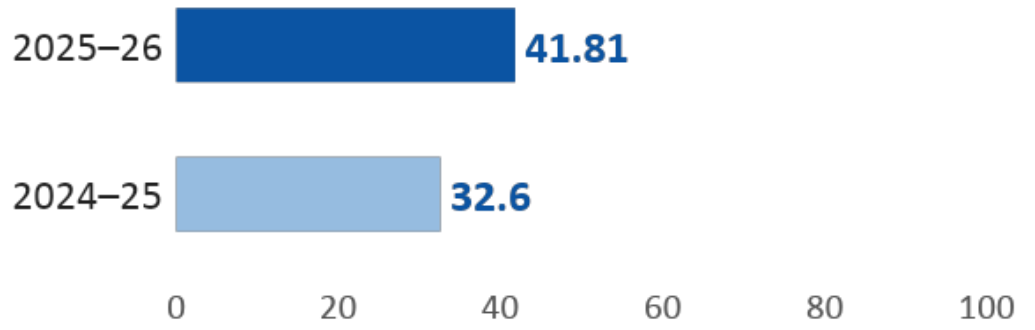
18.00-point improvement



4 yr Federal Graduation Indicator

#8 of 288 high schools

9.21-point improvement



Charts show indicator scores. Rank is based on improvement

APS - Federally Identified Schools

Comprehensive Support & Improvement (CSI)

1 school



Arlington Community High School

<67%

Federal Graduation Rate

Reason for federal CSI identification

Targeted Support & Improvement (TSI)

14 schools

Alice West Fleet	Innovation
Ashlawn	Jefferson
Barcroft	Long Branch
Barrett	Oakridge
Carlin Springs	Randolph
Dr. Charles R. Drew	Wakefield
Hoffman-Boston	Washington-Liberty

Student groups identified

Students with disabilities (SWD) at every APS elementary school identified as TSI

Black students: Drew | **Hispanic students:** Long Branch

TSI Identification Process

TSI identification criteria

All-student performance at Virginia's highest-performing CSI school sets the TSI thresholds.

Below thresholds in ALL FOUR areas

- Framework Score
- Reading Performance
- Math Performance
- Science Performance

A reporting group meets TSI identification criteria when all four are below threshold.

Reporting-group exception

<15 students in a reporting group

For any indicator with fewer than 15 students in a reporting group, exclude that indicator from TSI identification criteria.

Annual thresholds & score definitions

Recalculated every year

Elementary | Middle | High

Framework Score

Tally of index values for all components

Mastery + Growth + Readiness + Graduation

Indicator Percentage

$$\frac{\text{Total points earned by the student group}}{\text{Total number of students in the group}}$$

Partners for Progress (PfP)

Collaborative School Support Model

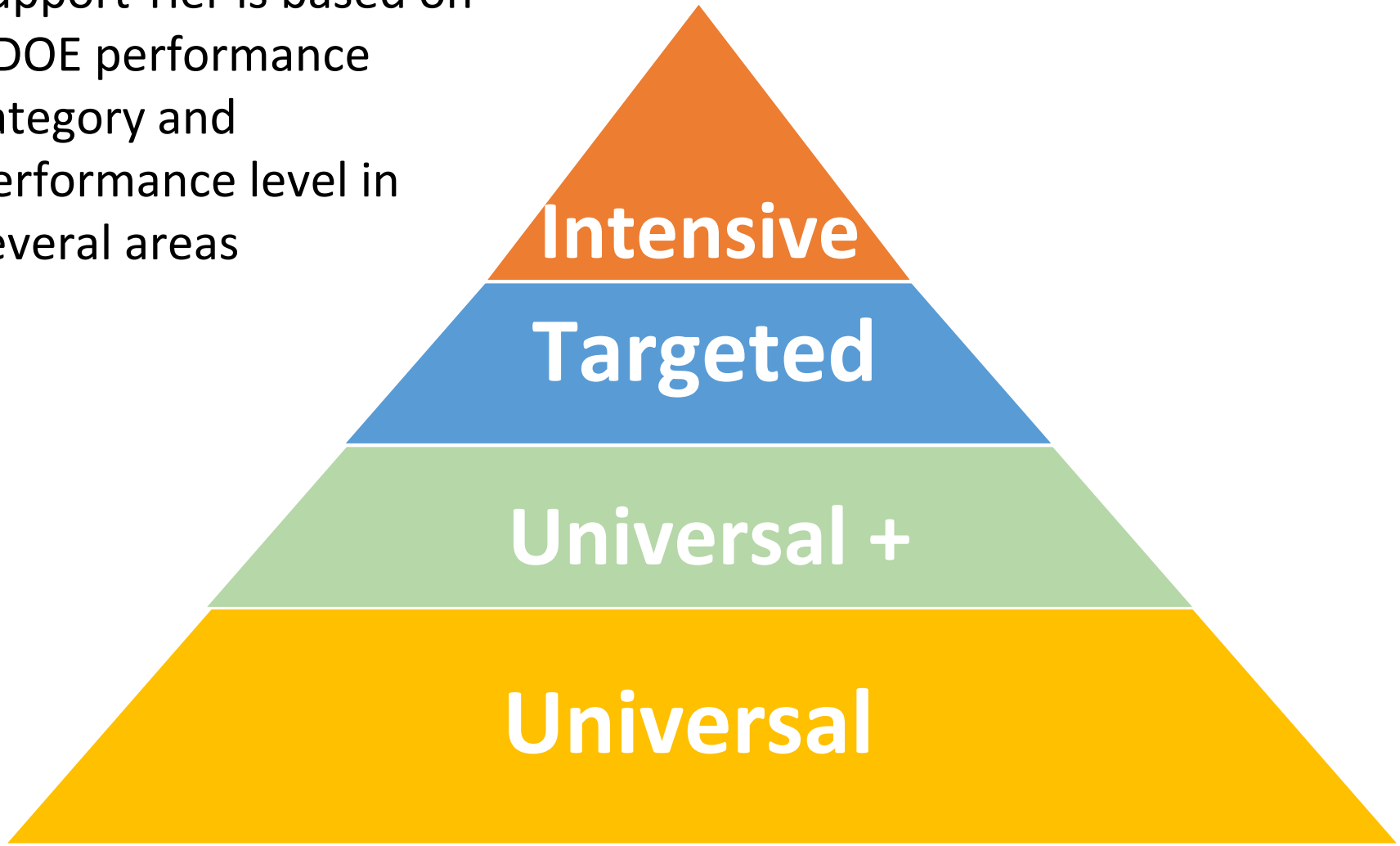
Together, we accelerate student achievement.

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

Partners for Progress Tiers of Support

Student Success & Well-Being

Support Tier is based on VDOE performance category and performance level in several areas



PfP Collective Commitments

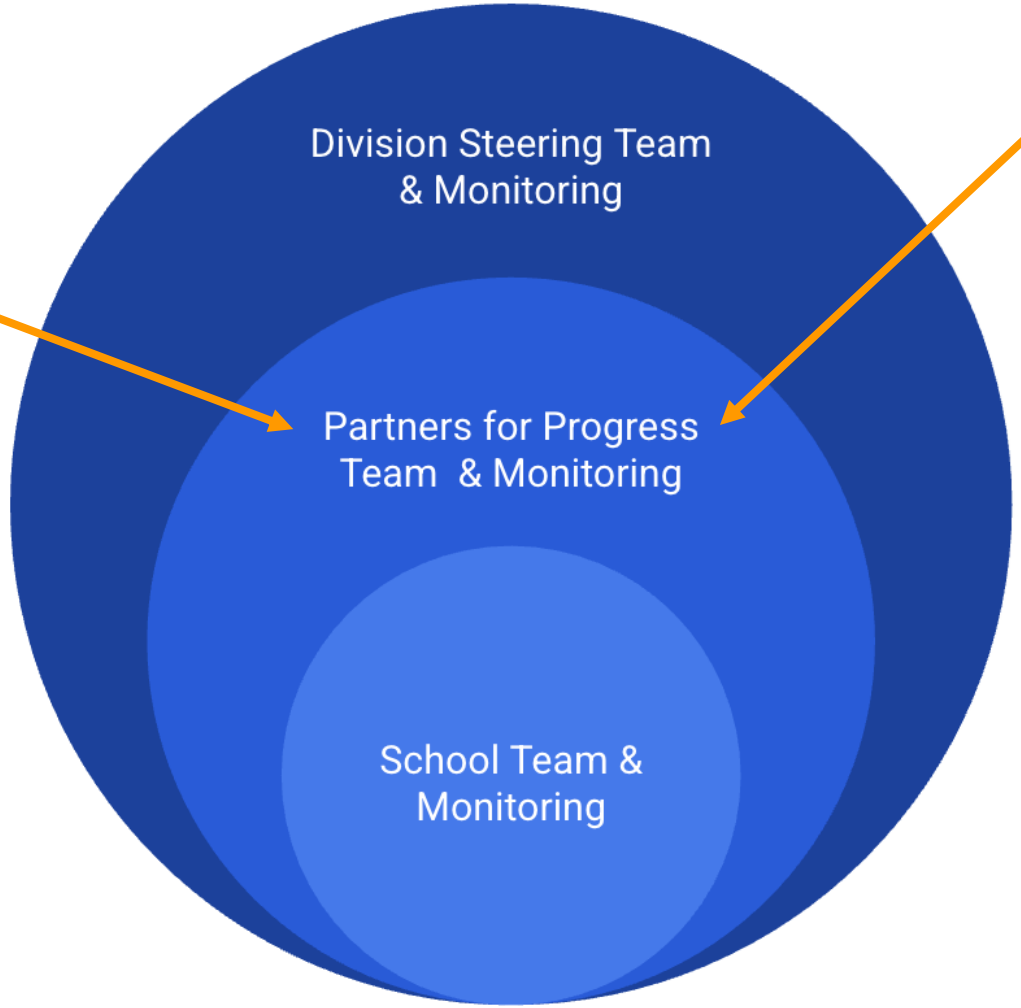
Together, we will collectively continue to:

- ✓ **Protect and prioritize** PLC time as sacred and non-negotiable
- ✓ **Build capacity** to facilitate and support high-functioning PLCs
- ✓ **Ensure transference** of professional learning in support of school goals
- ✓ **Make evidence of impact visible** and celebrate collective success
- ✓ **Model the collaborative inquiry process** in leadership team meetings
- ✓ **Use data systems and tools** that make achievement and growth data accessible and actionable

Who Are the Partners?

School Team*

- Principal
- Assistant Principal
- Instructional Lead Teacher (ILT)
- Reading Specialist(s)
- Math Coach
- EL/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 has a dedicated cross-departmental team of Central Office staff.*

*Principals may identify additional school-based staff who will participate in the Partners for Progress team.

2025-2026 Support Model
Tiered Identification & Differentiated Support for Schools

Supports Provided	Year 1 Lessons & Reflections
● Monthly/Quarterly monitoring meetings with common agendas ○ Visits included classroom walkthroughs, data analysis, & central support identification ● Principal Support & Coaching ○ Quarterly group Principal meetings ○ PfP Liaisons ○ The New Teacher Project (TNTP) Literacy Coaching ○ Maryland Coalition for Inclusive Education (MCIE) Coaching ○ School Improvement Grant (SIG) Coaching ● Dedicated Support Team ○ Collaborative Learning Teams (CLTs) & Planning Support ○ Content support & resource alignment ● Division-wide Professional Learning (PL) ○ English Language Arts (ELA) & English Learner (EL) sessions ○ Specially Designed Instruction (SDI) Institute ○ Attendance Summit	● **What Worked**? ○ Access to Central office staff ○ Increased presence with monthly meetings ○ Principal coaching ● **What Needed Refinement**? ○ Prioritizing steering & school meetings ○ Meeting formats and participants ○ Classroom visit strategy ○ Tier- 1 progress monitoring ○ Common walkthrough forms & calibration ○ Shared accountability across all offices

2026-2027 Support Model (Central Office)

Supports to Continue:

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

Additions & Adjustments

- Monthly individual Principal only progress monitoring meetings with Executive Principal & Executive Director of Curriculum and Instruction
- Stronger action planning with clearer monitoring for implementation
- Modifying Central team Support Configurations
  - Clarity of Roles, Expectations & Prioritization
  - New SDI Specialists & Behavior Resources
  - Special Education Administrator Support
  - Alignment with Diversity, Equity, Inclusion and Student Support (DEISS): Social Emotional Learning (SEL), Attendance, and Discipline
- Creation of Unit Assessments: Reading & Math (Science already established)
- SDI Institute Follow Up Sessions & Coaching
- Lead Teacher Differentiated Support
- Adjusting Steering Committee Role & Commitment to include all areas of support
- Vertical Articulation

2026-2027 Support Model (Schools)

Supports to Continue:

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

Additions & Adjustments

- Monthly individual Principal only progress monitoring meetings with Executive Principal & Executive Director of Curriculum and Instruction
- Stronger action planning with clearer monitoring for implementation - quarterly updates
- Clear expectations for monthly team meetings: Common and focused look-for documents, members of the school team, disaggregated unit data, cycle of teacher visits & follow up feedback
- Clear expectations on Multi-tiered System of Support (MTSS) & Coaching Monitoring
- Student Small Group instruction launched by September 15th in all PfP Schools
- Implementation of unit assessments
- SDI Institute Follow Up Sessions & Coaching
- School-based PL Plan
- Prioritizing Tutoring for PfP schools only for Fall

Actions Taken to Date for 2026-2027

- Engaged Staff in Professional Learning: SDI Institute
- Implemented Common Unit Assessments
- Conducted Classroom Walkthroughs including School and Teacher Feedback
- Launched Partners for Progress Tutoring

Specially Designed Instruction Institute

The Office of Special Education (OSE) trained 86 teachers and administrators this summer.

During this two-day institute, participants learned about:

- What SDI is and is not
- Regulations under the Individuals with Disabilities Act (IDEA)
- The difference between accommodations and SDI
- The 7-step process to plan for co-teaching
- How to develop a target list of skills to each an Individualized Education Program (IEP) goal
- Integrating SDI into the grade-level content through multiple case studies

SDI Additional Steps

SDI Participants Follow Up Professional Learning

- **September** covered SDI for areas of need related to attention/organization, self-advocacy, and social-emotional skills development

- **October** focused on deepening the toolkit for SDI through additional strategies, supports, and behavioral systems for elementary-aged students.

Coaching Cycles with SDI Specialists

- Specialists have scheduled weekly visits to PfP schools to provide ongoing coaching and modeling to support school-based staff

Administrator Special Education Leadership Institute (LEAD)

Planning for SDI Institute - Cohort 2

Common Unit Assessments

- Schools have administered required assessments in Math, ELA, & Science using Mastery Connect throughout the first quarter.

- District level monitoring helps staff identify common trends.

- Schools and central office team members engage in data analysis to examine progress by standard, student, grade level, and school.

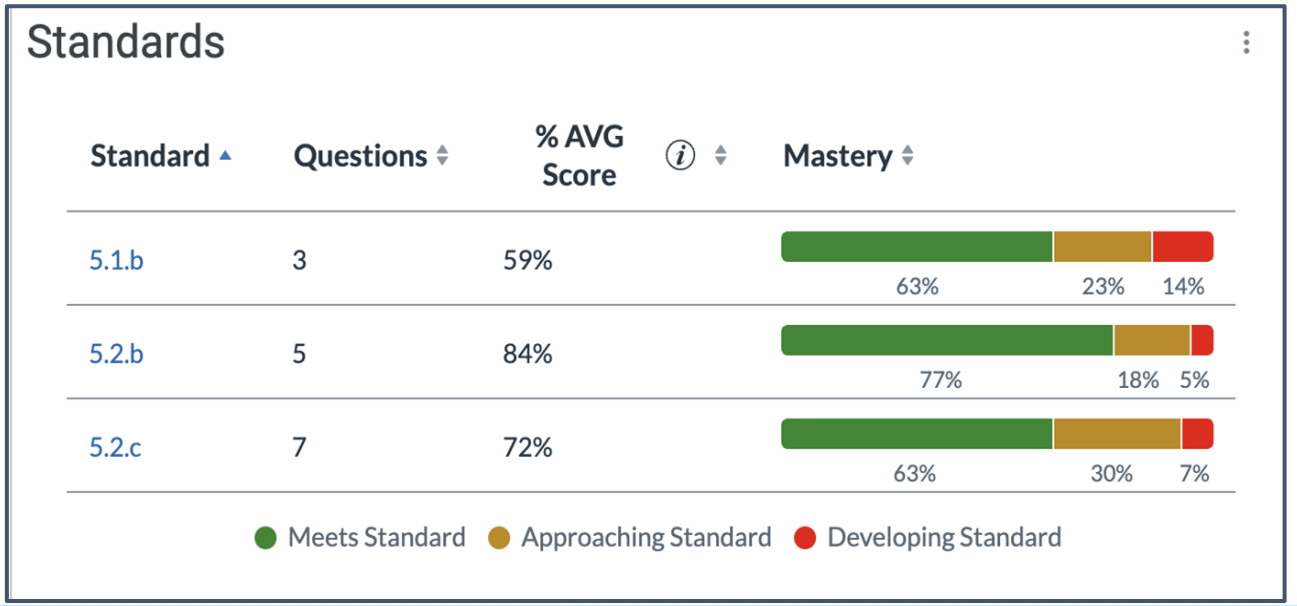


Mastery Connect Data Dashboard Examples

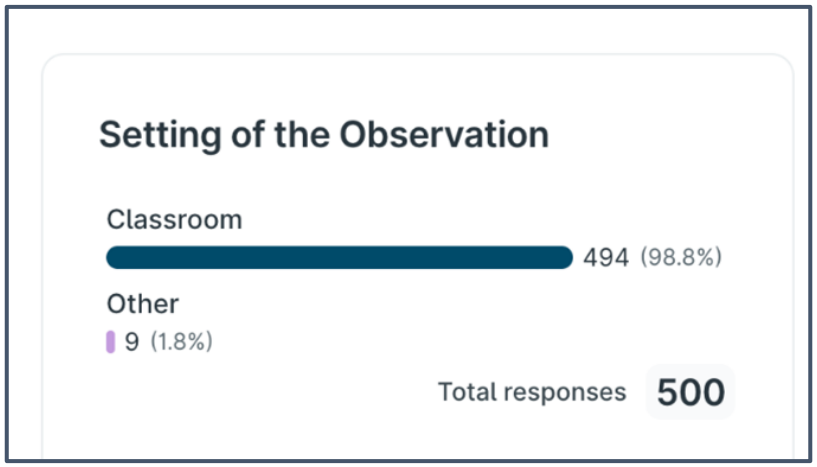


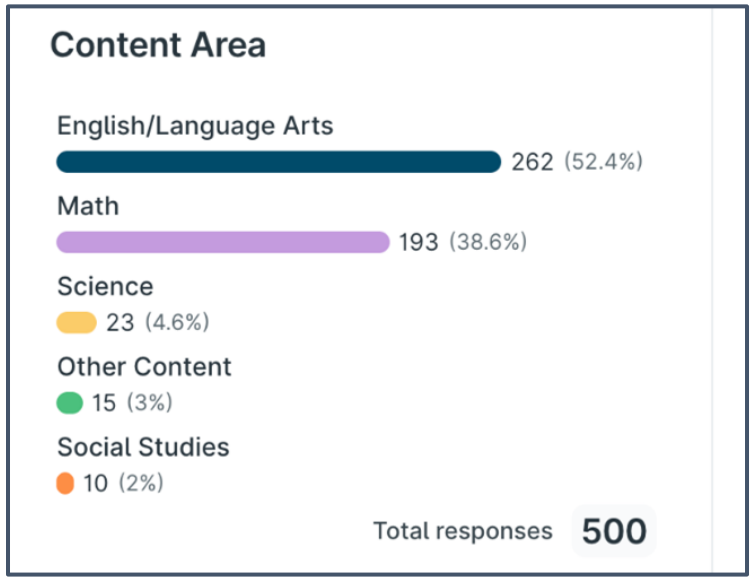
Student Progress by Demographics

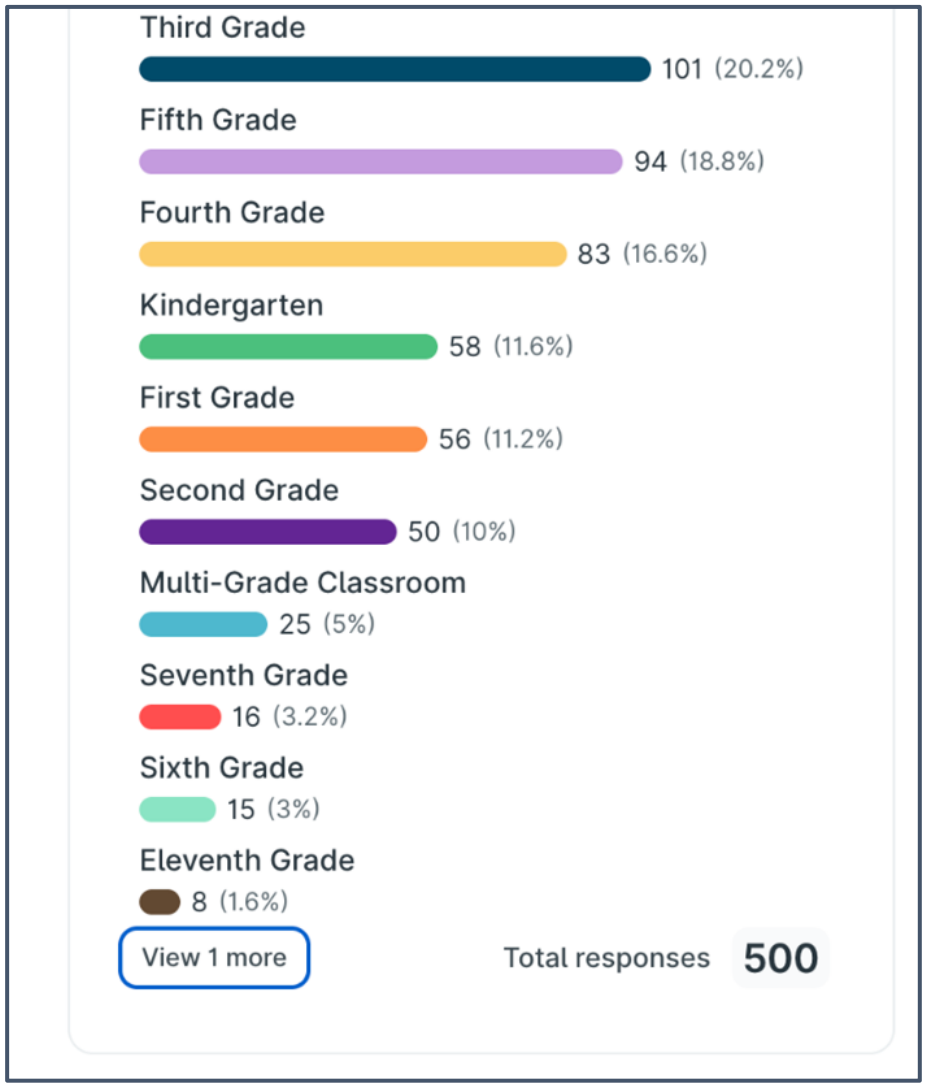
Progress by Standard



Classroom Walkthroughs







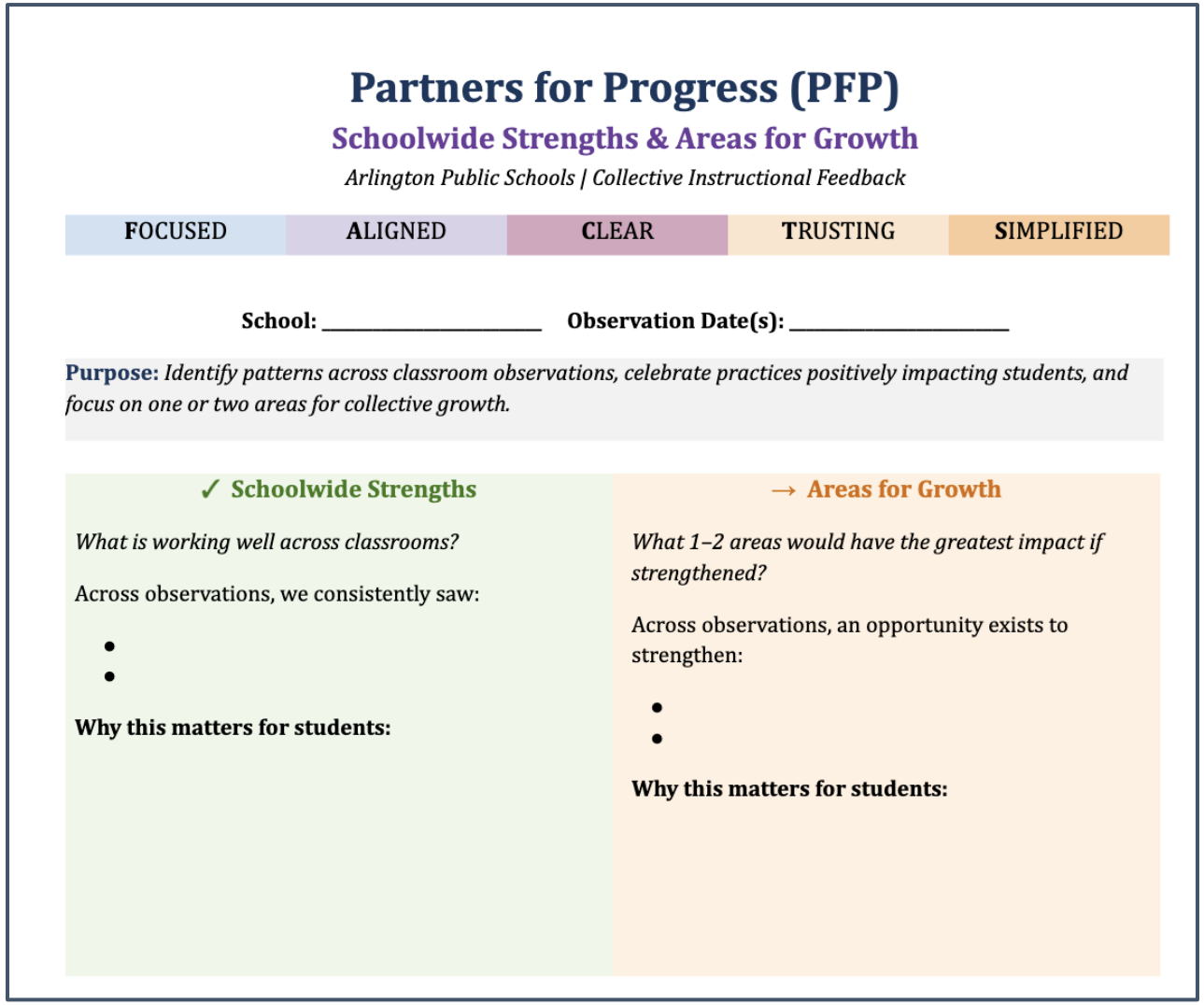
Walkthroughs & Feedback

The tool used across all PfP schools captures evidence of key elements of the APS Instructional Playbook, including:

- Classroom Community
- Engagement with Content
- Scaffolds, Supports & Extensions
- Evidence of Learning & Feedback
- SDI supports
- EL supports

The classroom visits are followed by a team debrief that captures schoolwide strengths and areas for growth.

Teacher specific feedback is also captured and shared with staff by school administrators.



Partners for Progress (PFP)

Schoolwide Strengths & Areas for Growth

Arlington Public Schools | Collective Instructional Feedback

FOCUSED	ALIGNED	CLEAR	TRUSTING	SIMPLIFIED

School: _____ **Observation Date(s):** _____

Purpose: *Identify patterns across classroom observations, celebrate practices positively impacting students, and focus on one or two areas for collective growth.*

✓ Schoolwide Strengths

What is working well across classrooms?

Across observations, we consistently saw:

-
-

Why this matters for students:

→ Areas for Growth

What 1–2 areas would have the greatest impact if strengthened?

Across observations, an opportunity exists to strengthen:

-
-

Why this matters for students:

Quarter 1 Walkthroughs: Key Takeaways

Key Takeaways

- Classroom community and student engagement strengthened
- Scaffolds and checks for understanding improved
- Academic discourse remains a coaching priority
- The One-Teach/One-Assist co-teaching model is most prevalent
- SDI and EL support gaps narrowed, but remain

PfP Responses

- **Strengthen co-planning:** Clarify adult roles and select co-teaching models based on the instructional purpose
- **Target scaffolding:** Focus coaching on explicit SDI, language supports, small groups, and scaffolds that maintain rigor
- **Increase opportunities for discourse:** Use equitable discussion structures, plan questioning strategies, provide language supports

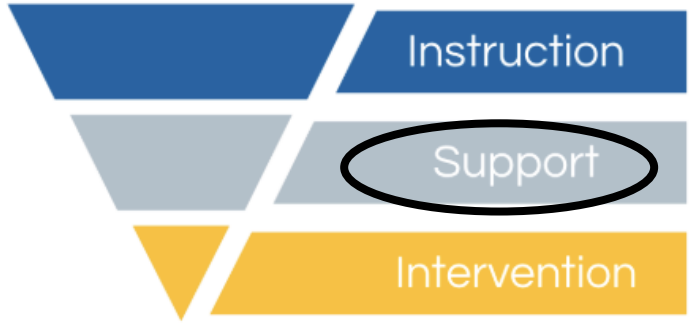
High-Impact Tutoring: Grounded in Research

Frequency/Consistency

- 90 minutes per week - segmented into three 30-minute sessions or two 45-minute sessions
- Ten or more weeks

Curricular Alignment

- Use of scripted, aligned mathematics lessons
- Literacy resources based on the Science of Reading



Individualized, Small Group Sessions

- Groups of four or less students
- Data-driven instruction, using benchmark testing and frequent exit tickets

During Instructional Hours

Integrating sessions into the school day consistently results in greater attendance and academic outcomes **twice as large** as those held outside of school hours.

School Board Advocacy - VSBA

- **School improvement funds** for schools identified for **Targeted Support & Improvement (TSI)**
- Revisions to the **Federal Identification process**, without compromising rigorous expectations for students and schools
- **Federal Identification** not automatically resulting in a school **being moved down one performance category**
- Support for the VDOE proposal to the VBOE in June 2026 that **SOL Proficiency Cut Scores not be implemented until 2028-2029,** so that most impactful changes to the accountability framework occur as a cohesive package in the 2028-2029 school year rather than multiple, disruptive changes each year.

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