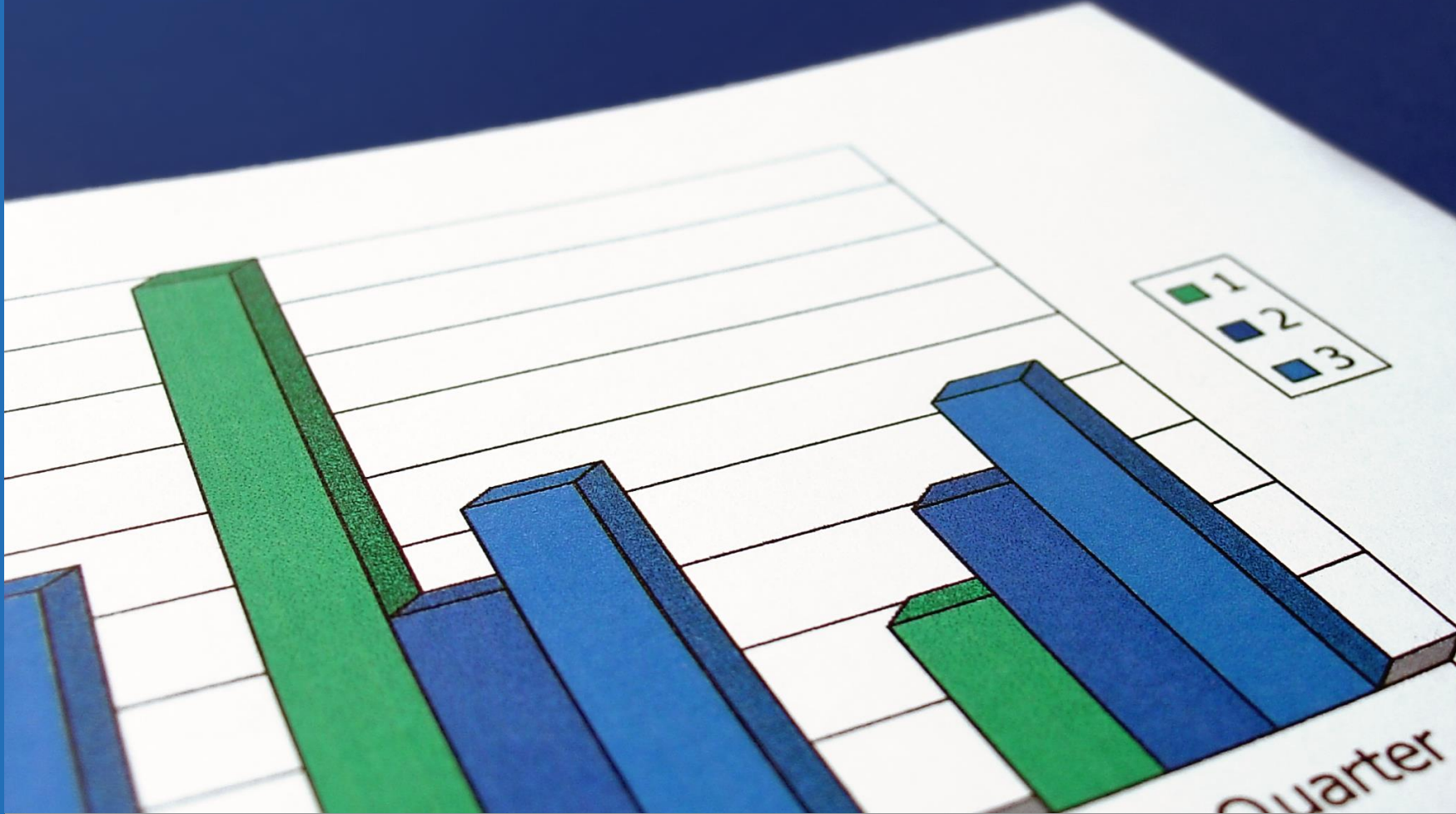




Arlington  
Public  
Schools

# Quarter 1 Update

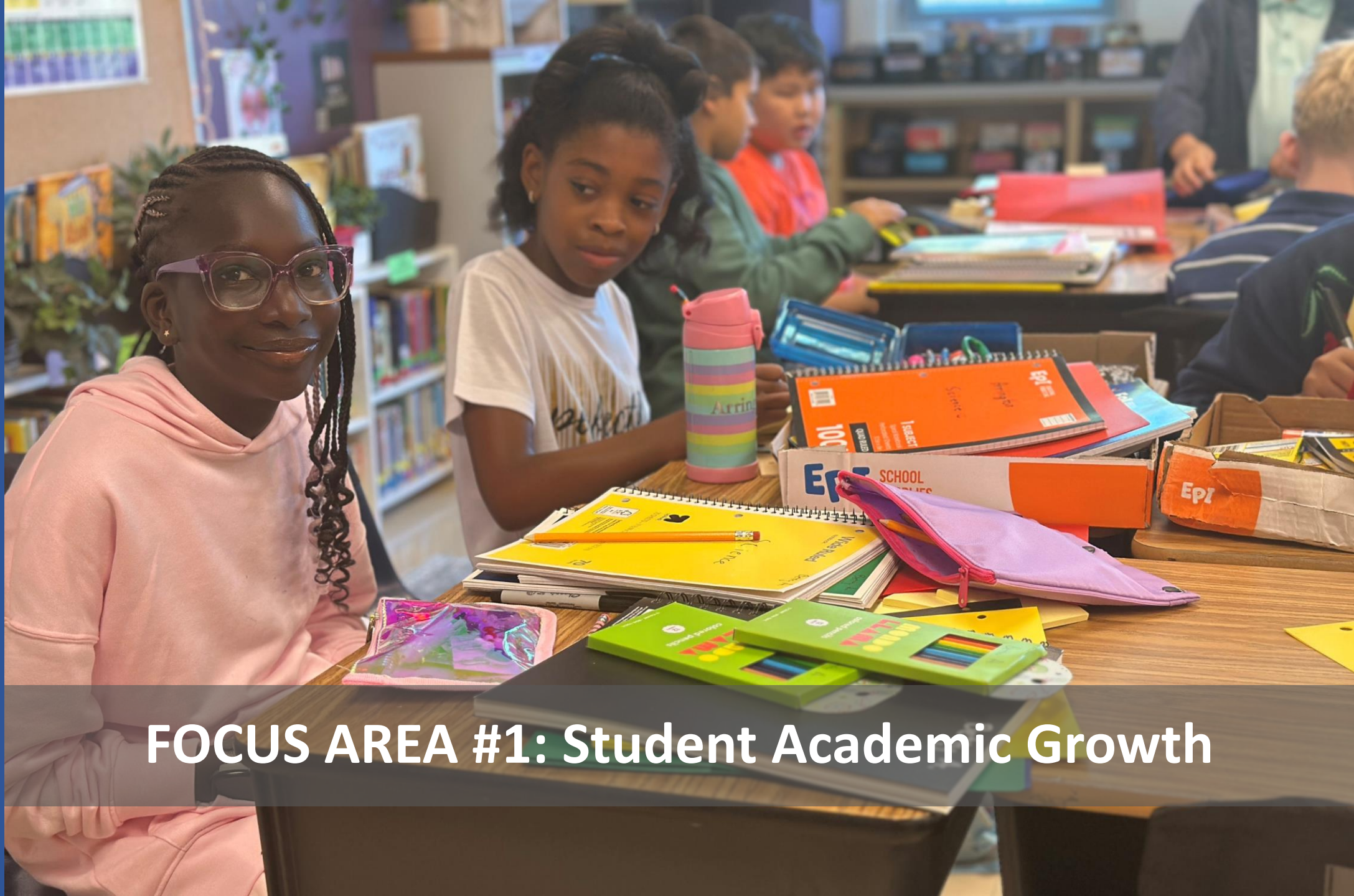


November 2025

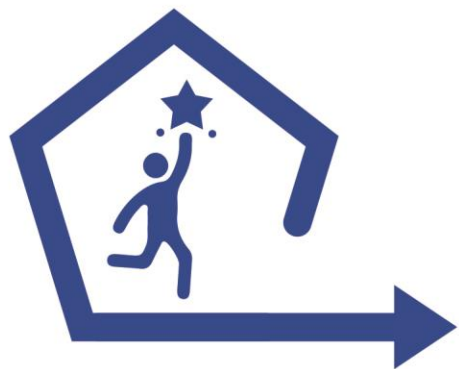




Student  
Academic  
Success



**FOCUS AREA #1: Student Academic Growth**



## Student Academic Growth and Success

Academic data included in this first quarter update:

- Measures of Academic Progress (MAP) Growth Beginning of Year (BOY) data for English Language Arts (ELA) and Mathematics
- Virginia Language & Literacy Screening System (VALLSS) Data for Grades 1-3
- Data on reading plans as required by the Virginia Literacy Act (VLA)



## 2020 Norms

Based on pre-pandemic student performance data



## 2025 Norms

Reflects current national student performance (2022-2024)

Important: The **Rasch Unit (RIT)** scale itself has NOT changed. Students are measured on the same scale and are now compared to a **more recent** and **relevant** group of peers nationwide.



# MAP Growth 2025 Updates, Cont.



In general, the 2025 national norms reflect a downward shift in student **achievement** compared to 2020, along with increased variability.

This means the differences are more pronounced at the lower end of the **achievement** spectrum.

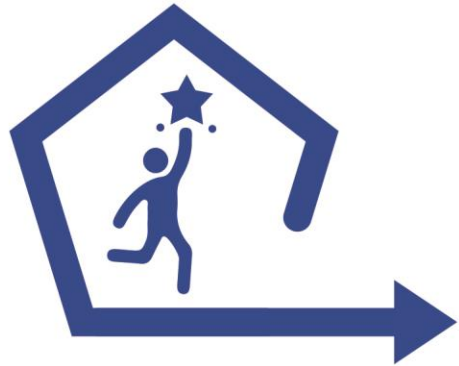
Reading and Language Usage norms show lower typical **growth** nationally.

Math **growth** national norms are higher, especially in early grades, due to improvements in the MAP Growth algorithm.

It is important to note that patterns vary by subject, grade level, and achievement level.

However, as a general rule, the same RIT score will now correspond to a higher percentile rank than it did under the 2020 norms.

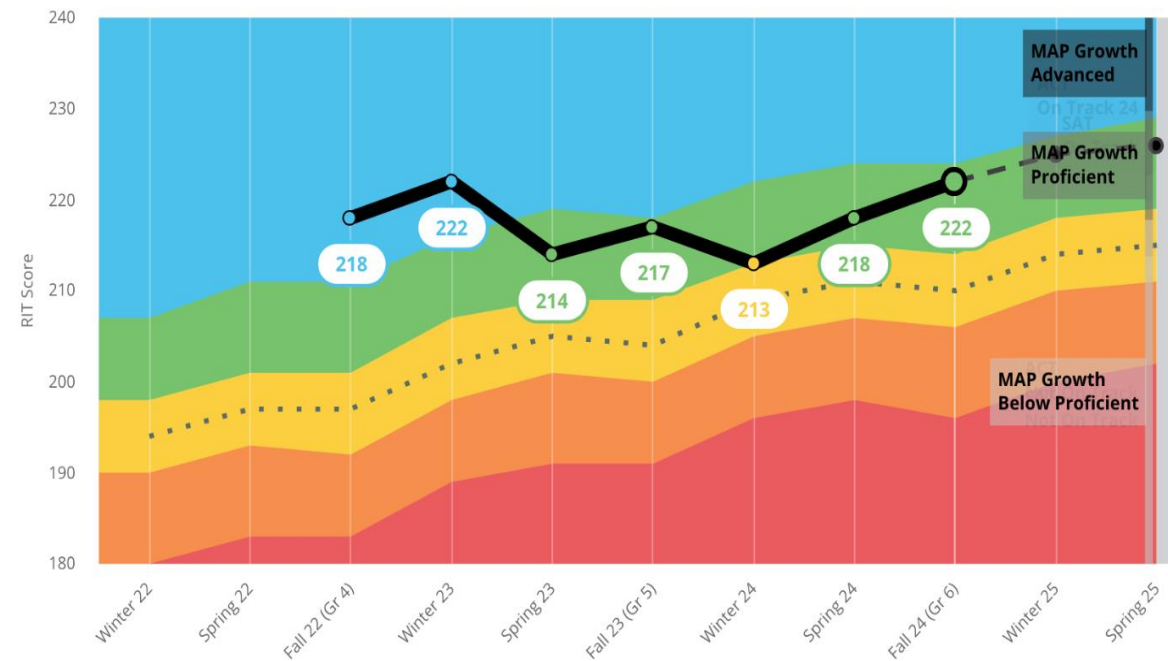




## Student Academic Growth and Success

- MAP Growth uses a RIT scale to measure student achievement and growth.
- RIT scores provide a snapshot of student ability in reading or math and a measure of growth over time.
- Without a “ceiling” or “floor,” all students will have a RIT score.

GROWTH OVER TIME ?



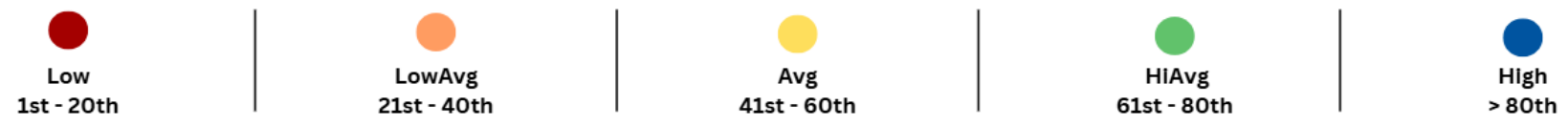
District Profile

## Achievement by Grade

Arlington Public Schools | Math K-12

| Grade ↑ | Achievement Fall 2025-2026 Median and Distribution |     |     |     |     | Sort by | <input type="text" value="-- select an option --"/> | Average RIT | Number of Students |
|---------|----------------------------------------------------|-----|-----|-----|-----|---------|-----------------------------------------------------|-------------|--------------------|
| Grade 1 | 71st                                               | 8%  | 13% | 17% | 26% | 36%     |                                                     | 165         | 1957               |
| Grade 2 | 67th                                               | 12% | 13% | 19% | 19% | 37%     |                                                     | 180         | 1972               |
| Grade 3 | 75th                                               | 10% | 12% | 14% | 22% | 42%     |                                                     | 192         | 2114               |
| Grade 4 | 74th                                               | 10% | 9%  | 15% | 27% | 39%     |                                                     | 205         | 2160               |
| Grade 5 | 73rd                                               | 10% | 9%  | 18% | 25% | 38%     |                                                     | 213         | 2117               |
| Grade 6 | 79th                                               | 10% | 11% | 13% | 19% | 47%     |                                                     | 220         | 2018               |
| Grade 7 | 81st                                               | 9%  | 8%  | 12% | 20% | 51%     |                                                     | 230         | 1991               |
| Grade 8 | 80th                                               | 8%  | 9%  | 14% | 19% | 50%     |                                                     | 237         | 1892               |

BOY Math achievement data across grade levels is High-Average to High.



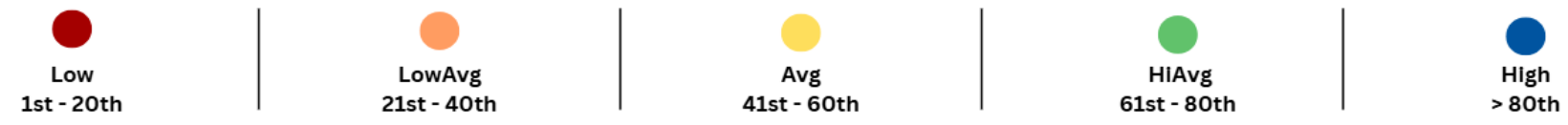
District Profile

## Achievement by Grade

Arlington Public Schools | Math K-12

| Grade ↑ | Achievement Fall 2025-2026 Median and Distribution |     |     |     |     | Sort by                | Average RIT | Number of Students |
|---------|----------------------------------------------------|-----|-----|-----|-----|------------------------|-------------|--------------------|
|         |                                                    |     |     |     |     | -- select an option -- |             |                    |
| Grade 1 | 39th                                               | 31% | 20% | 17% | 15% | 17%                    | 155         | 238                |
| Grade 2 | 40th                                               | 33% | 17% | 17% | 17% | 16%                    | 168         | 244                |
| Grade 3 | 34th                                               | 36% | 19% | 17% | 15% | 13%                    | 177         | 268                |
| Grade 4 | 39th                                               | 35% | 17% | 13% | 18% | 17%                    | 191         | 322                |
| Grade 5 | 36th                                               | 35% | 19% | 20% | 17% | 9%                     | 198         | 294                |
| Grade 6 | 31st                                               | 36% | 22% | 16% | 13% | 13%                    | 203         | 302                |
| Grade 7 | 43rd                                               | 32% | 15% | 15% | 20% | 18%                    | 213         | 291                |
| Grade 8 | 43rd                                               | 27% | 21% | 18% | 16% | 18%                    | 218         | 280                |

BOY Math achievement data across grade levels for SWD is Low-Average to Average.





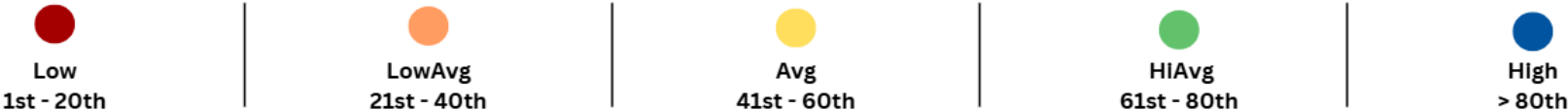
District Profile

## Achievement by Grade

Arlington Public Schools | Math K-12

| Grade ↑ | Achievement Fall 2025-2026 Median and Distribution |     |     |     | Sort by | -- select an option -- | Average RIT | Number of Students |
|---------|----------------------------------------------------|-----|-----|-----|---------|------------------------|-------------|--------------------|
| Grade 1 | 45th                                               | 19% | 26% | 26% | 21%     | 8%                     | 156         | 608                |
| Grade 2 | 39th                                               | 27% | 25% | 25% | 15%     | 8%                     | 167         | 573                |
| Grade 3 | 41st                                               | 24% | 25% | 22% | 18%     | 11%                    | 179         | 586                |
| Grade 4 | 44th                                               | 27% | 19% | 27% | 22%     | 5%                     | 191         | 562                |
| Grade 5 | 34th                                               | 35% | 24% | 26% | 12%     | 3%                     | 196         | 403                |
| Grade 6 | 21st                                               | 48% | 27% | 14% | 8%      | 3%                     | 197         | 298                |
| Grade 7 | 28th                                               | 37% | 23% | 20% | 14%     | 6%                     | 207         | 311                |
| Grade 8 | 32nd                                               | 36% | 25% | 24% | 11%     | 4%                     | 212         | 316                |

BOY Math achievement data across all grade levels for EL students (Levels 1-4) is Low-Average to Average.



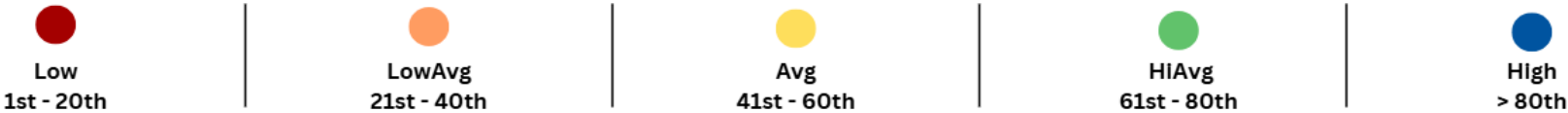
District Profile

## Achievement by Grade

Arlington Public Schools | Reading

| Grade ↑ | Achievement Fall 2025-2026 Median and Distribution |     |     |     |     | Sort by | -- select an option -- | Average RIT | Number of Students |
|---------|----------------------------------------------------|-----|-----|-----|-----|---------|------------------------|-------------|--------------------|
| Grade 3 | 70th                                               | 17% | 11% | 15% | 22% | 35%     |                        | 191         | 2106               |
| Grade 4 | 72nd                                               | 15% | 11% | 13% | 24% | 37%     |                        | 202         | 2159               |
| Grade 5 | 71st                                               | 14% | 11% | 14% | 26% | 35%     |                        | 209         | 2112               |
| Grade 6 | 71st                                               | 13% | 10% | 17% | 25% | 35%     |                        | 215         | 2020               |
| Grade 7 | 74th                                               | 13% | 11% | 12% | 22% | 42%     |                        | 220         | 2032               |
| Grade 8 | 73rd                                               | 11% | 10% | 16% | 26% | 37%     |                        | 223         | 2043               |
| Grade 9 | 76th                                               | 9%  | 8%  | 12% | 29% | 42%     |                        | 226         | 1867               |

BOY ELA achievement data across all grade levels is High-Average.



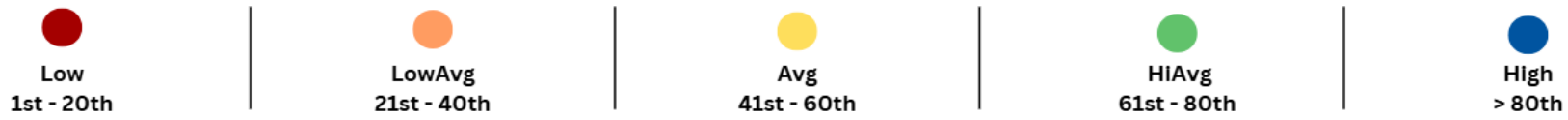
District Profile

## Achievement by Grade

Arlington Public Schools | Reading

| Grade ↑ | Achievement Fall 2025-2026 Median and Distribution |     |     |     |     | Sort by | <input type="text" value="-- select an option --"/> | Average RIT | Number of Students |
|---------|----------------------------------------------------|-----|-----|-----|-----|---------|-----------------------------------------------------|-------------|--------------------|
| Grade 3 | 22nd                                               | 48% | 15% | 12% | 15% | 10%     |                                                     | 175         | 263                |
| Grade 4 | 26th                                               | 44% | 19% | 12% | 11% | 14%     |                                                     | 185         | 321                |
| Grade 5 | 25th                                               | 45% | 16% | 18% | 13% | 8%      |                                                     | 191         | 290                |
| Grade 6 | 26th                                               | 41% | 20% | 16% | 16% | 7%      |                                                     | 198         | 303                |
| Grade 7 | 33rd                                               | 37% | 18% | 18% | 14% | 13%     |                                                     | 206         | 292                |
| Grade 8 | 37th                                               | 30% | 22% | 18% | 18% | 12%     |                                                     | 211         | 290                |
| Grade 9 | 50th                                               | 20% | 20% | 17% | 26% | 17%     |                                                     | 215         | 287                |

BOY ELA achievement data across grade levels for SWD is Low-Average to Average.



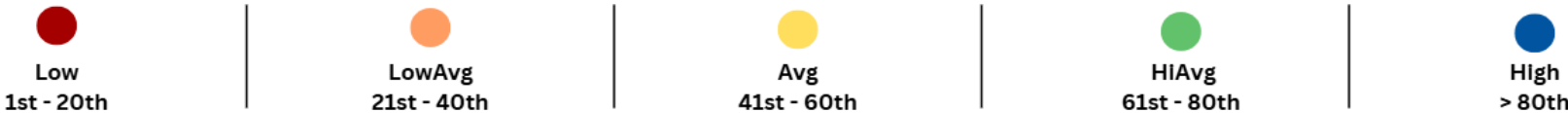
District Profile

## Achievement by Grade

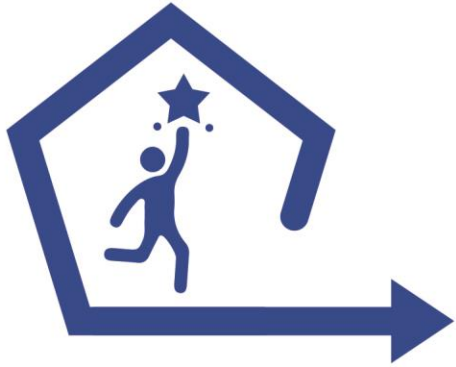
Arlington Public Schools | Reading

| Grade ↑ | Achievement Fall 2025-2026 Median and Distribution |     |     |     | Sort by | -- select an option -- | Average RIT | Number of Students |
|---------|----------------------------------------------------|-----|-----|-----|---------|------------------------|-------------|--------------------|
| Grade 3 | 27th                                               | 42% | 23% | 21% | 12%     | 2%                     | 173         | 581                |
| Grade 4 | 28th                                               | 42% | 26% | 18% | 12%     | 2%                     | 182         | 560                |
| Grade 5 | 17th                                               | 56% | 24% | 14% | 5%      | 1                      | 185         | 402                |
| Grade 6 | 12th                                               | 64% | 24% | 10% | 2%      |                        | 188         | 299                |
| Grade 7 | 15th                                               | 58% | 24% | 12% | 6%      |                        | 195         | 312                |
| Grade 8 | 16th                                               | 55% | 25% | 15% | 4%      | 1                      | 200         | 325                |
| Grade 9 | 23rd                                               | 45% | 26% | 20% | 8%      | 1                      | 202         | 276                |

BOY ELA achievement data across all grade levels for EL students (Levels 1-4) is Low to Low-Average.

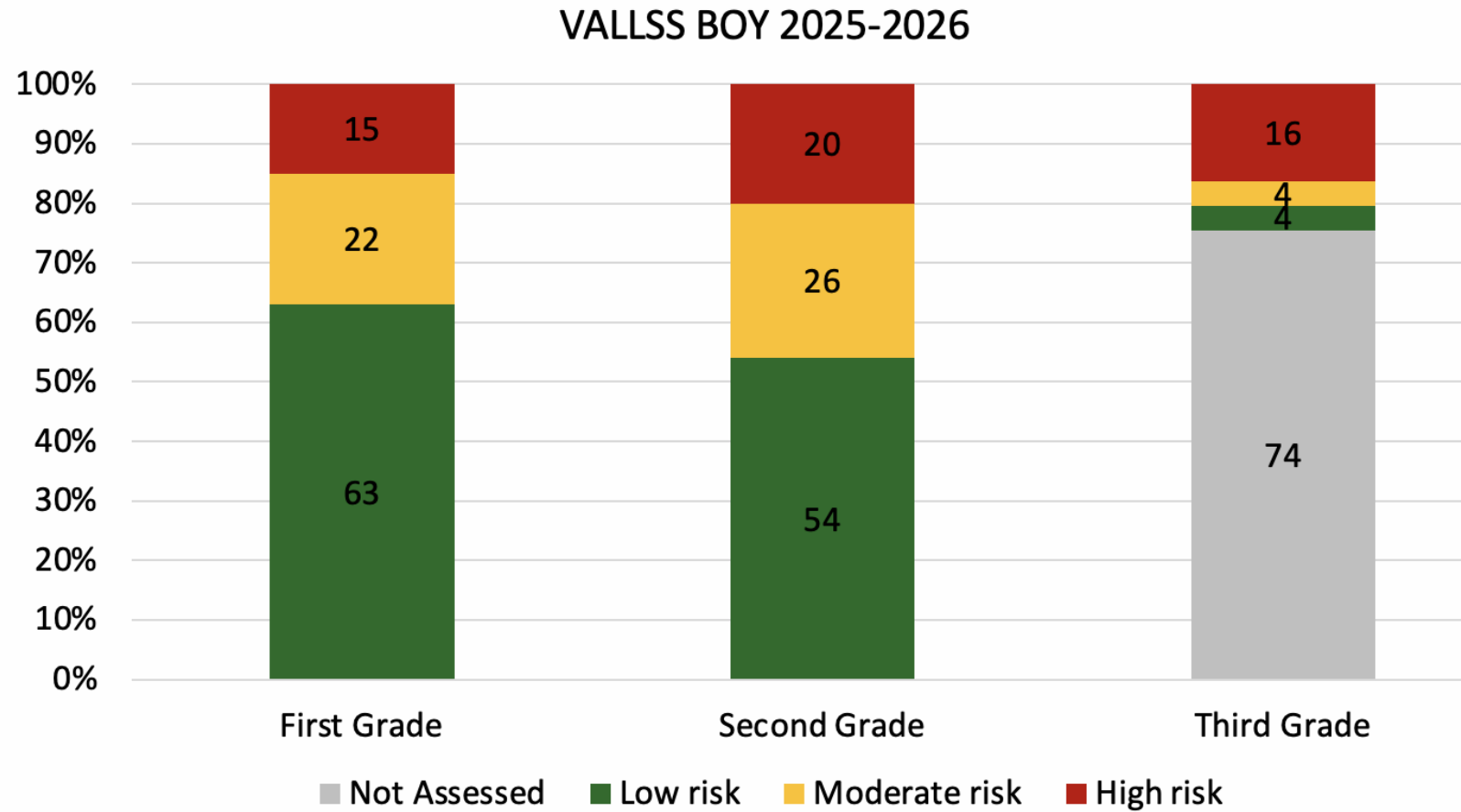




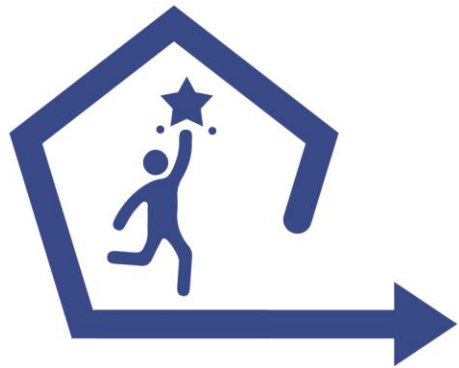


## Student Academic Growth and Success

Fewer students were flagged as high risk than in the fall of 2024.



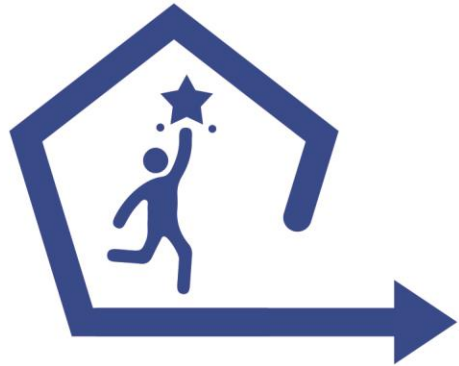
**Note:** Kindergarten testing is not yet complete. Data will be included in the next update.



## Student Academic Growth and Success

APS outlines support for students through reading plans in alignment with the VLA.

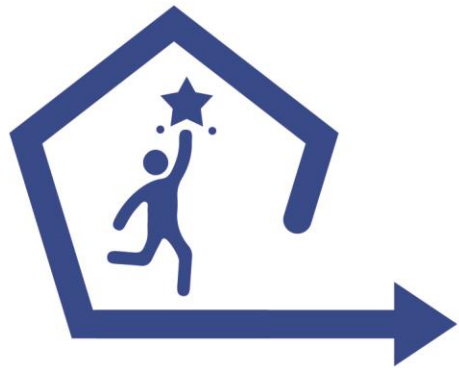
| Grades Levels | Reading Plan Criteria                                                  | Number of Students With Reading Plans |
|---------------|------------------------------------------------------------------------|---------------------------------------|
| Kindergarten  | All students who are designated as "high risk" on VALLS                | Data Not Yet Available                |
| 1-3           | All students who are designated as "high risk" on VALLS                | 1,033                                 |
| 4-5           | All students who failed the Spring Reading Standards of Learning (SOL) | 1,015                                 |
| 6-8           | All students who failed the Spring Reading SOL                         | 1,232                                 |



## Student Academic Growth and Success

### What strengths exist in the academic data across student subgroups?

- When looking across all APS students, achievement for the fall 2025-2026 MAP Growth testing administration is strong.
- Grade 7 math achievement is the highest out of the tested grade levels.
- All grade levels in math and reading are above the 67th percentile.
- Grade 9 students with a disability in reading were in the 50th percentile.



## Student Academic Growth and Success

### What gaps exist in academic data across student subgroups?

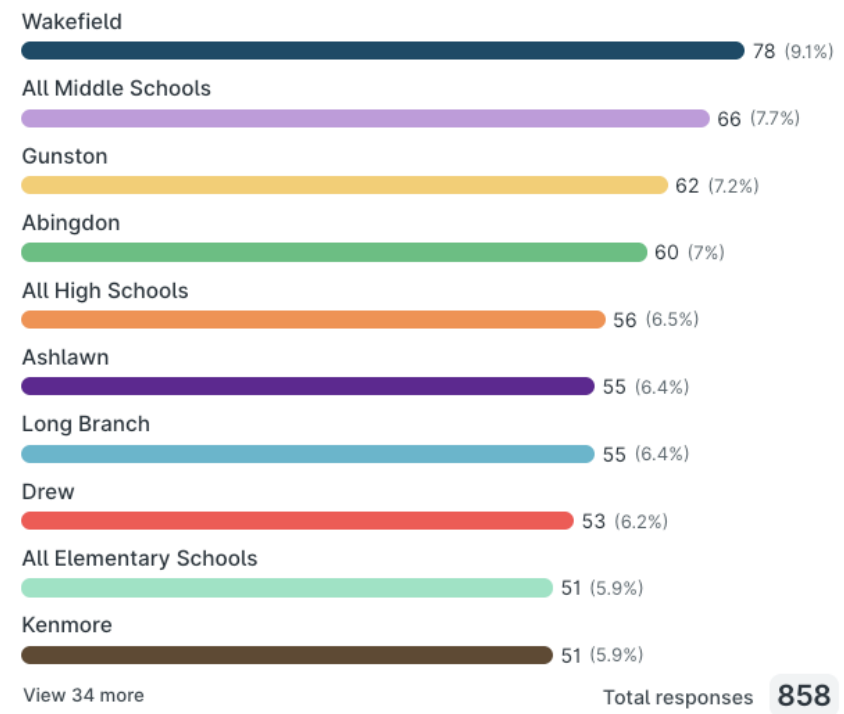
- Based on the VLA's requirements, APS has seen an increase in the number of students needing reading support in grades 1-8 based on spring 2025 SOL and VALLSS scores.
- There are higher levels of need in both ELA and Math for SWD and ELs.
- In Math, persistent gaps remain for Hispanic students, SWD, and ELs. EL1 students in grades 3-8: Approximately 57%-69% fall in the lowest MAP band (0%–20%), and only 3%-9% are at or above the 61st percentile.



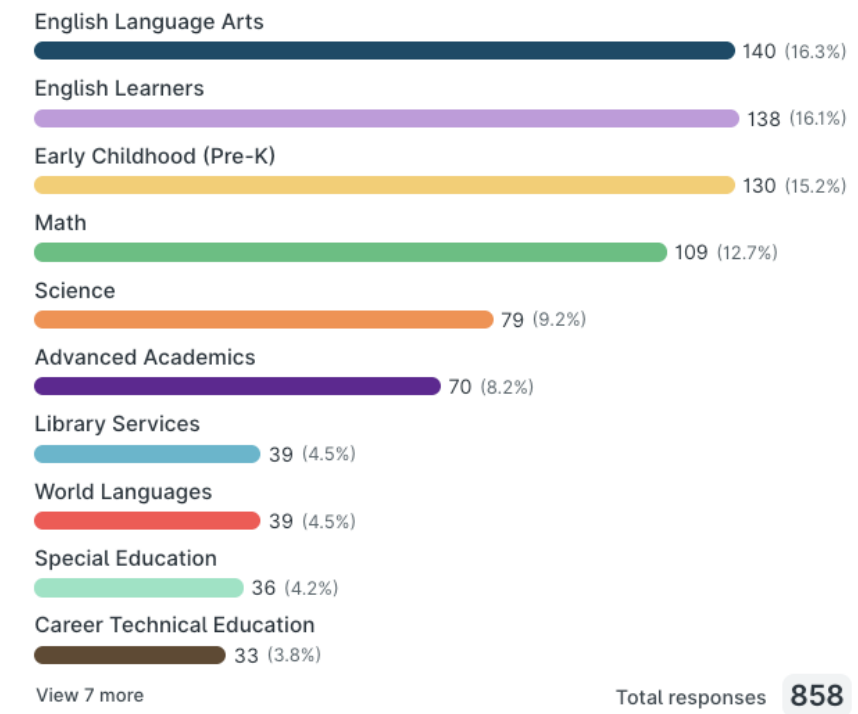
## Student Academic Growth and Success

Academics staff provide support across all grade levels and content areas, with **ELA** and **EL** supports ranking highest this quarter.

### Which School(s) are you supporting



### What content area are you supporting?





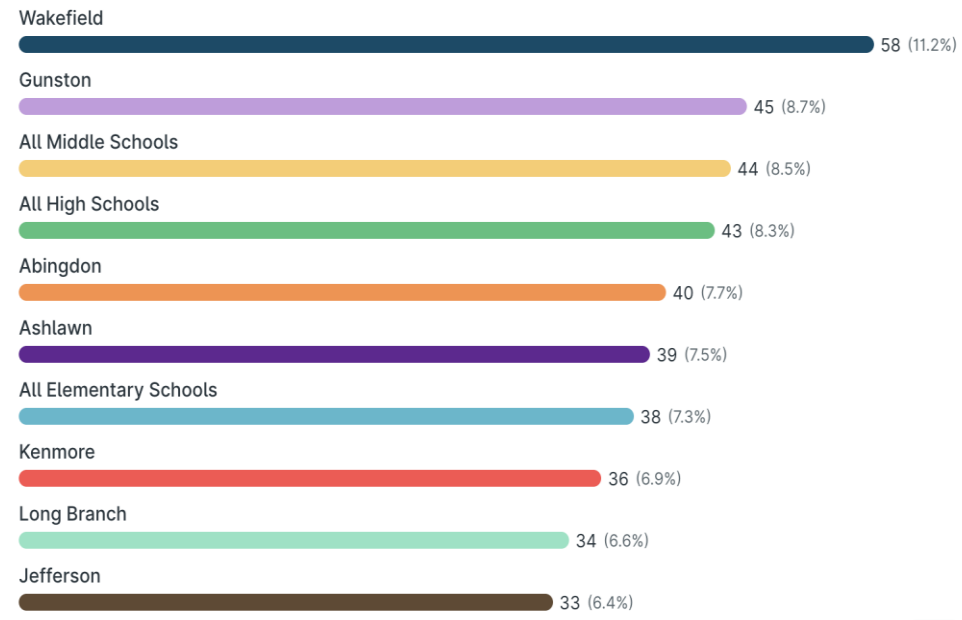


## Student Academic Growth and Success

Support shifted  
to different schools  
from September to  
October based on data  
and school requests.

### September 2025

Which School(s) are you supporting

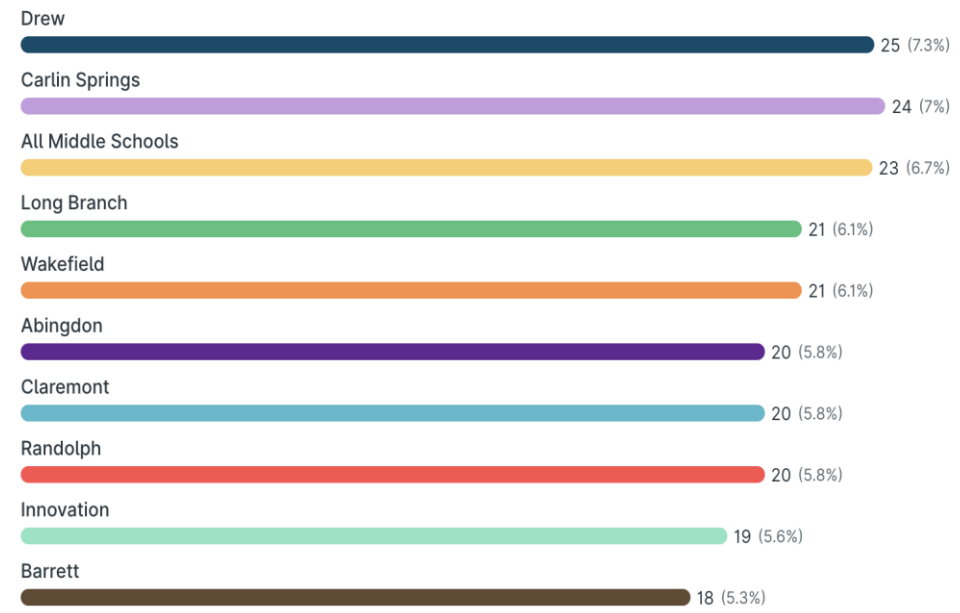


[View 34 more](#)

Total responses **519**

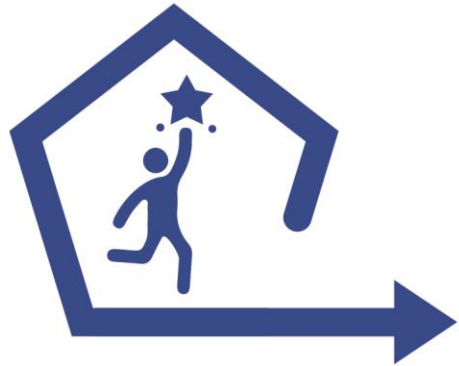
### October 2025

Which School(s) are you supporting



[View 33 more](#)

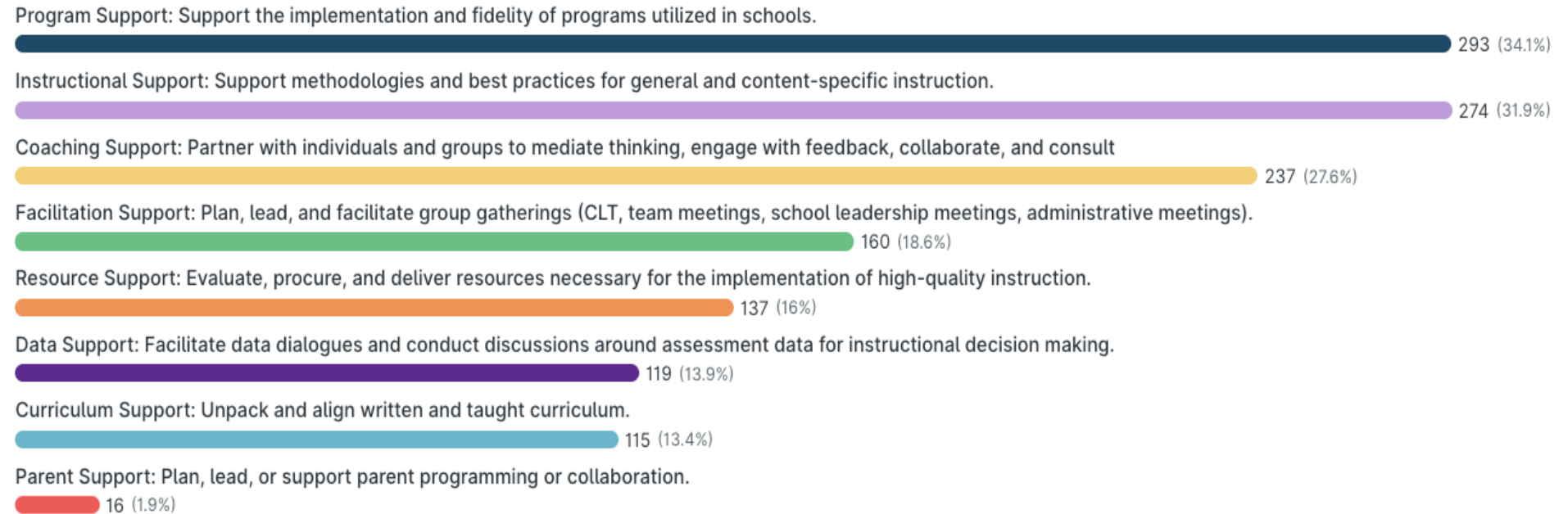
Total responses **342**



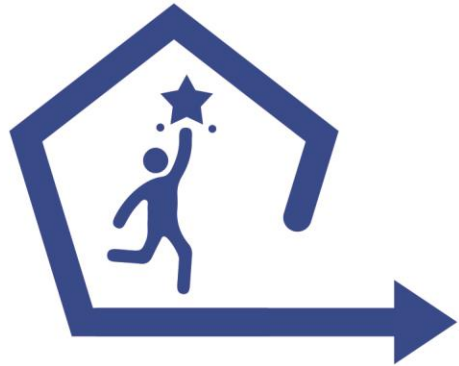
## Student Academic Growth and Success

The top two areas of support for schools were **program support** and **instructional support**.

### What kind of support did you offer the school?



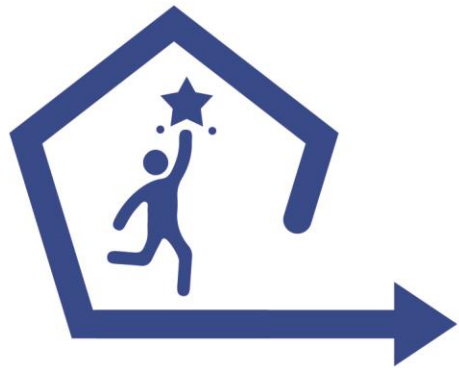
Total responses **858**



## Student Academic Growth and Success

### What supports have been put in place for schools in response to the data?

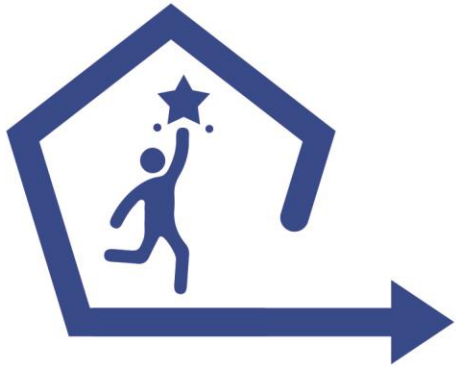
- A total of 858 instances of school support from Academics staff during the first quarter
- A total of 293 instances of program support and 273 instances of instructional support for schools in the first quarter
- Top-three support types: **Program**, **Instructional**, and **Coaching** Implementation
  - Professional Learning
  - Best Practices
  - Collaborative Learning Team (CLT) Support
  - Building Capacity and Continuous Improvement
- New Sonday System: Intervention for 4th-8th grades
- New Enhanced Writing Pages: 1st-3rd grades
- New IXL: Intervention for High School
- New Lexia PowerUp for 5th grade



## Student Academic Growth and Success

What supports have been put in place for schools in response to the data?

- Guided Result Oriented Weekly (GROW) high-impact tutoring in Math at Gunston and Thomas Jefferson
- A total of 97 teachers who enrolled in Add+VantageMR (AVMR) training across three cohorts to support mathematics practices
- Teacher training on the use of University of Florida Literacy Institute (UFLI) and Sonday Systems to support literacy practices in elementary and middle schools
- Prioritization and focus on CLTs across schools



## Student Academic Growth and Success

### Why?

- Established to support schools and address identified needs evident in spring 2025 data

### What?

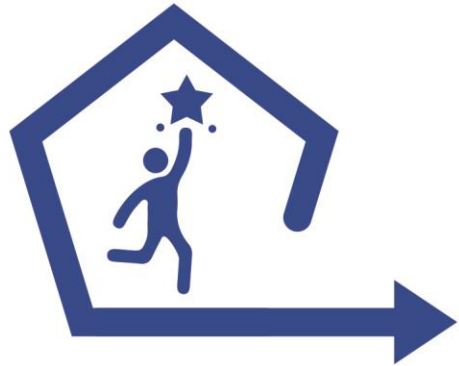
- School support model to accelerate student achievement
- A collaborative approach to strengthen instruction and build collective efficacy in schools

### Who?

- School-based and central office team members who work together to progress monitor student growth and achievement

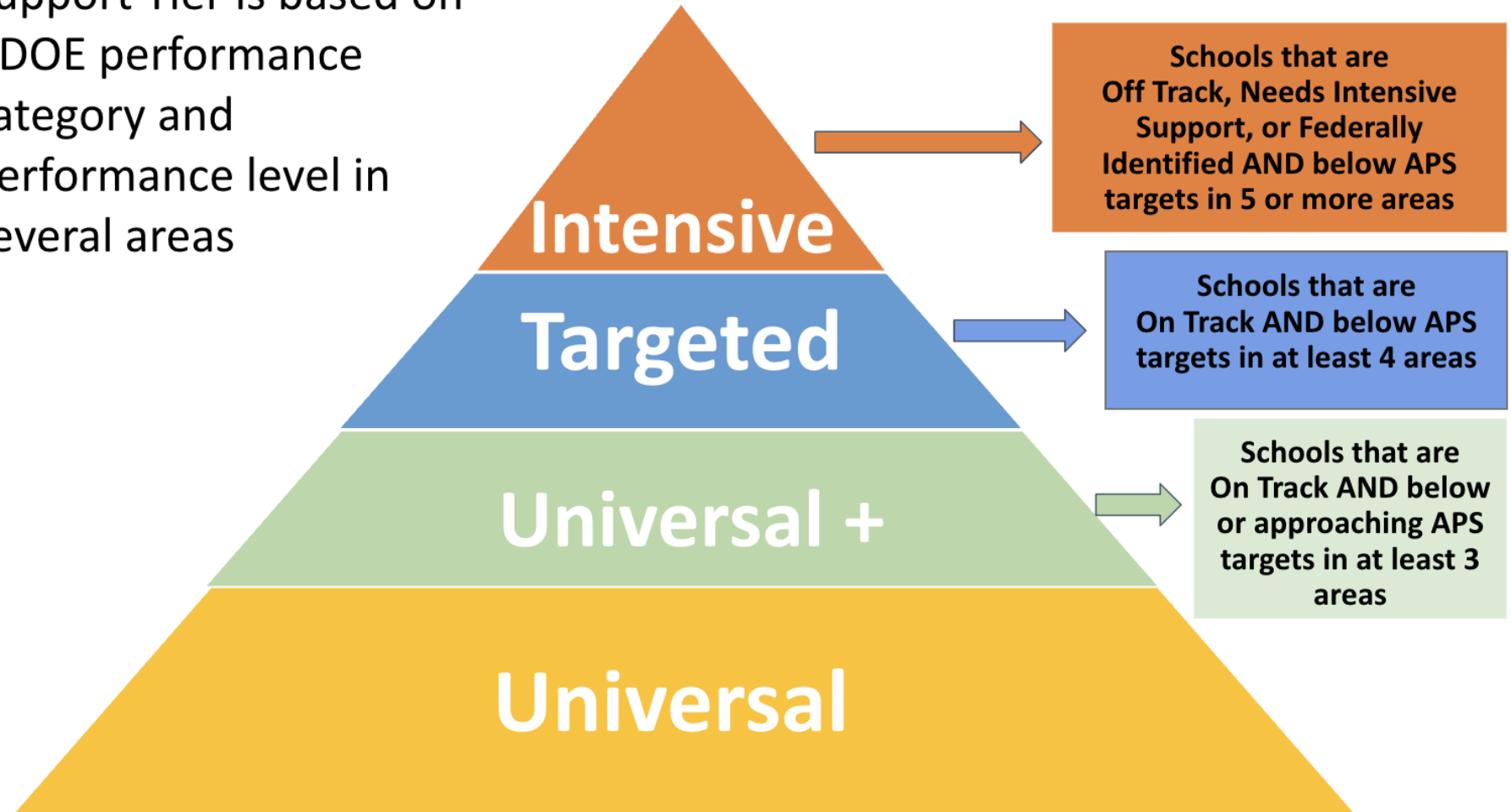
### How?

- Facilitating collaboration to build collective efficacy

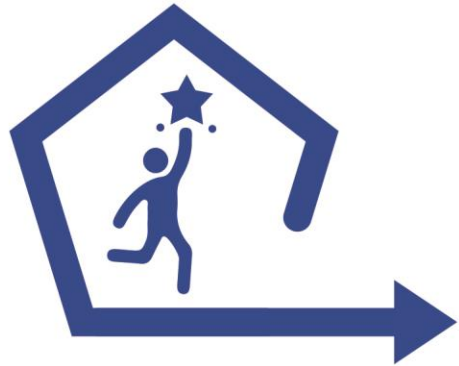


**Student  
Academic  
Growth and  
Success**

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



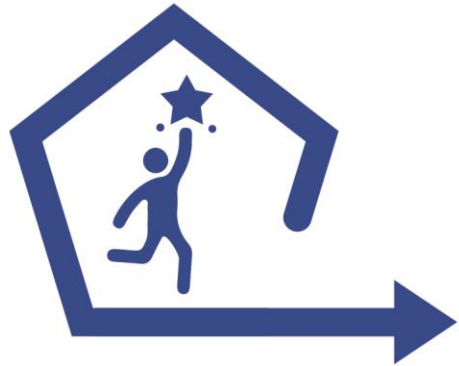




## Student Academic Growth and Success

### What accomplishments were completed (compared to prior quarter)?

- Development of the APS Instructional Playbook to provide common language around shared instructional beliefs
- Formation of "Partners for Progress" to support schools that need targeted and intensive support
- Launch of the "Readers Rise" volunteer reading program in conjunction with School and Community Relations
- Professional learning for Special Education (SPED) teachers, including targeted sessions for teachers with 0-3 years of experience
- Redesign of Principal and Assistant Administrator LEAD meetings to focus on building and sustaining instructional leadership



## Student Academic Growth and Success

### What are the follow-up actions for next quarter?

- Continue support of Intensive and Targeted schools through collaborative walk-throughs, data review, and strategic planning.
- Prepare for grant implementation in support of literacy and coaching resources.
- Continue school-based support of CLTs (norming, lesson planning, data analysis, implementing small groups, etc.).
- Implement changes based on Virginia Department of Education (VDOE) feedback from the SPED audit to continue our priority of growing inclusive practices.
- Provide ongoing professional learning for new SPED teachers.



Student  
Well-Being



**FOCUS AREA #2: Student Well-Being**





## Student Well-Being

### What data are available to demonstrate progress in student well-being?

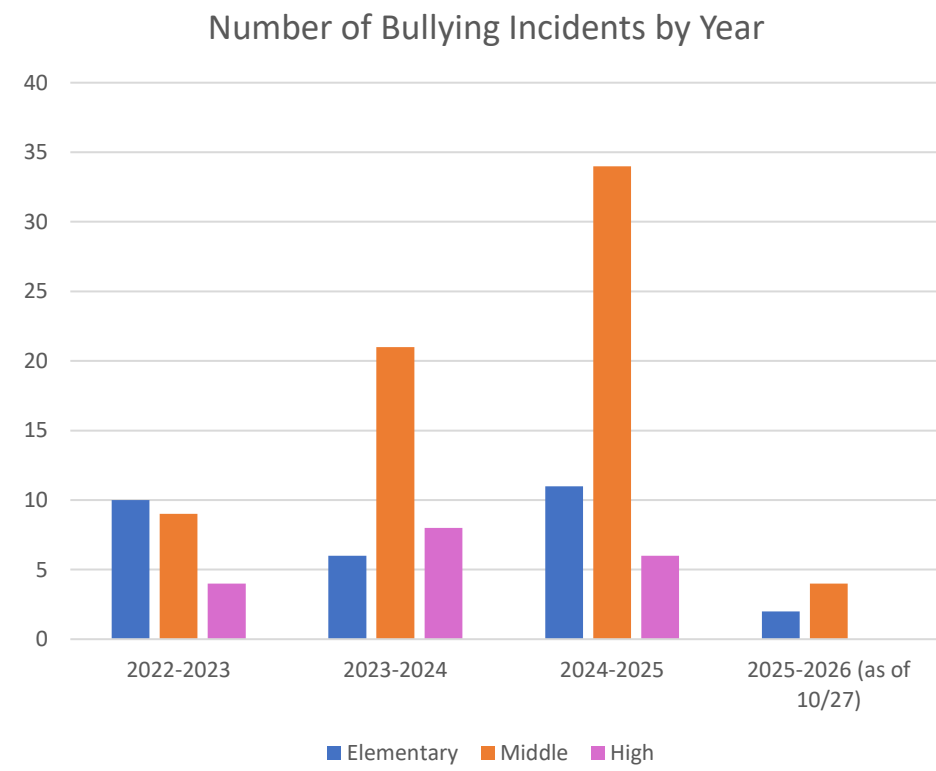
- Bullying as designated in student discipline
- Chronic absenteeism data for Quarter 1
  - Overall
  - Demographic
  - School by Level
- Student discipline
- Positive school climate efforts
- Student Advisory Board



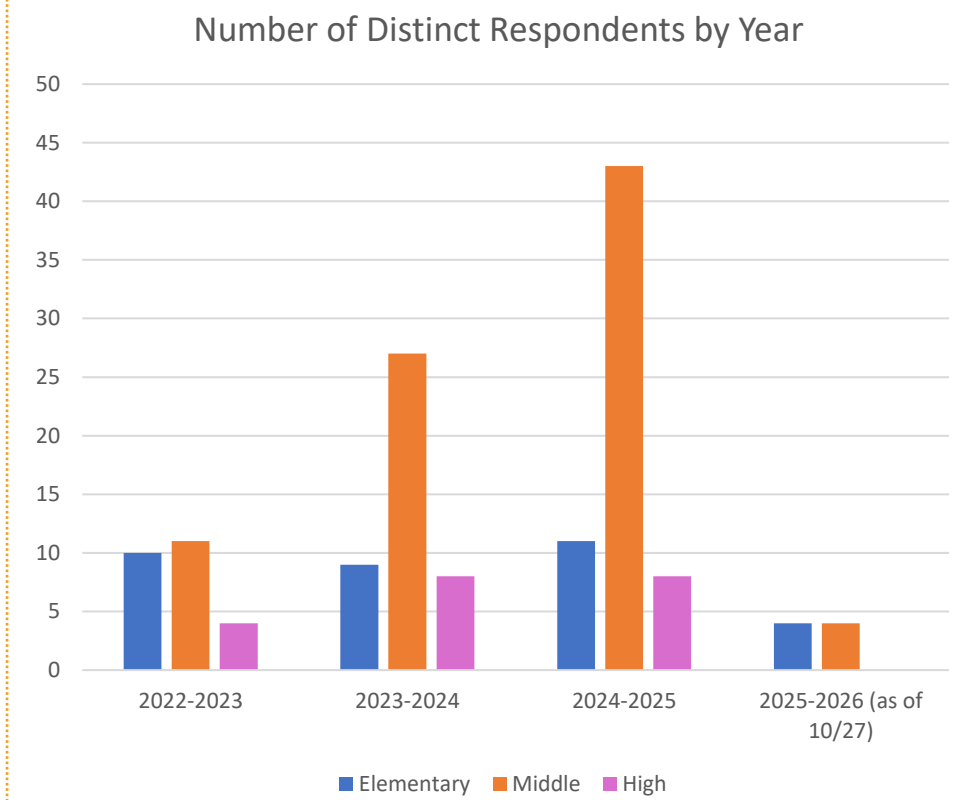
## Student Well-Being

Number of bullying reports increased rates at elementary and middle school and decreased rates at high school from SY 23-24 to SY 24-25.

### Number of Bullying Incidents by Year Receiving SBAR\* Consequences



### Number of Distinct Respondents Receiving SBAR\* Consequences



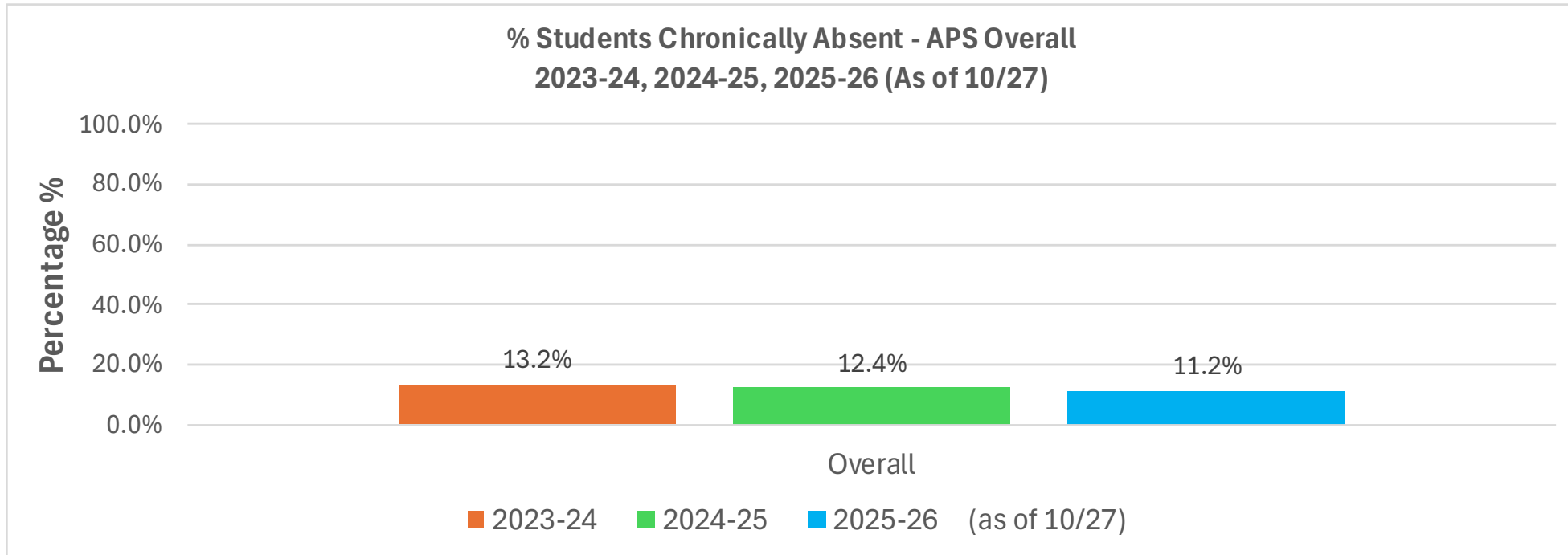
\*Virginia Department of Education's Student Behavior and Administrative Response



## Student Well-Being

Overall Chronic  
Absenteeism data  
continues to trend  
down.

## % Students Chronically Absent – APS Overall – 3 yr Trend



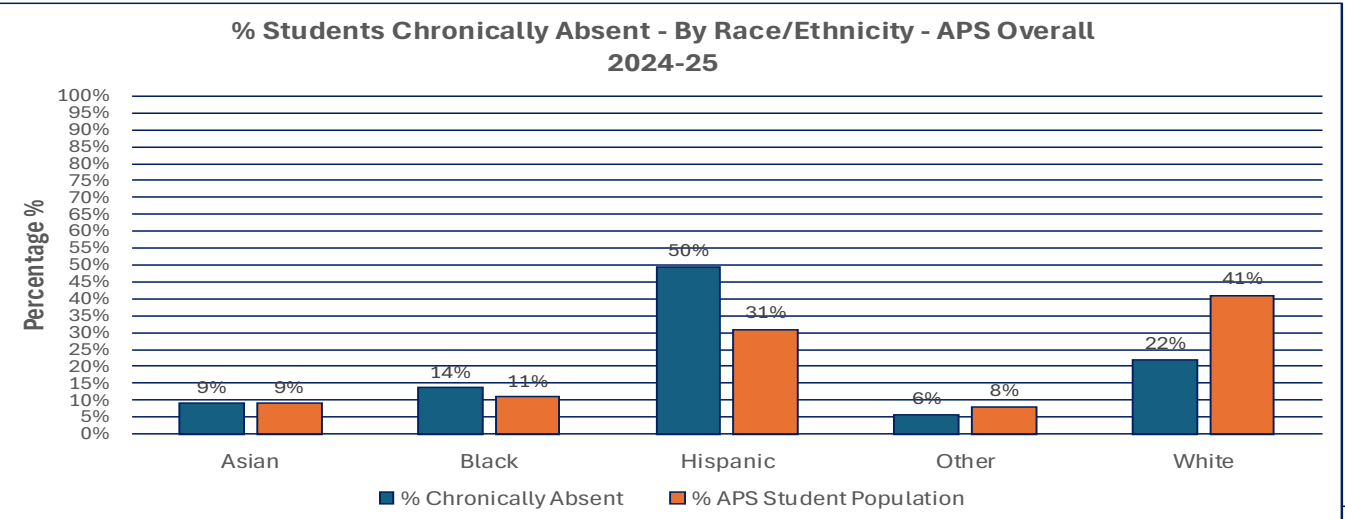
Note:

All data from 2023-24 and 2024-25 is year-end.

All data from 2025-26 is as of 10/27/25.



## % Students Chronically Absent – By Race/Ethnicity

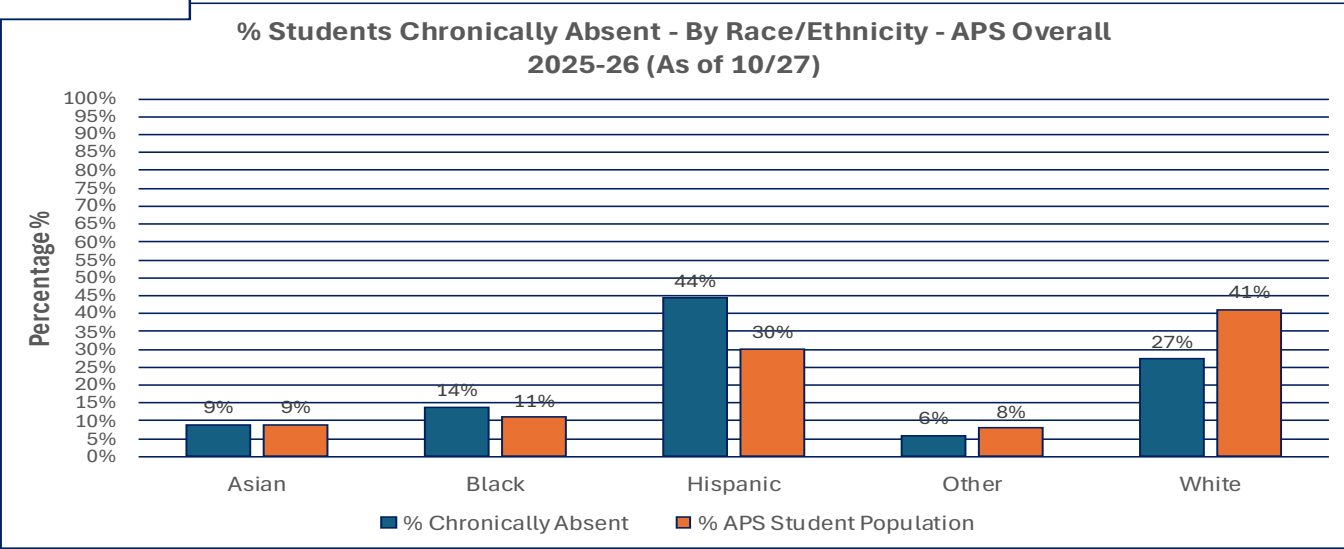


All data from 2024-25 is year-end.

All data from 2025-26 is as of 10/27/25.

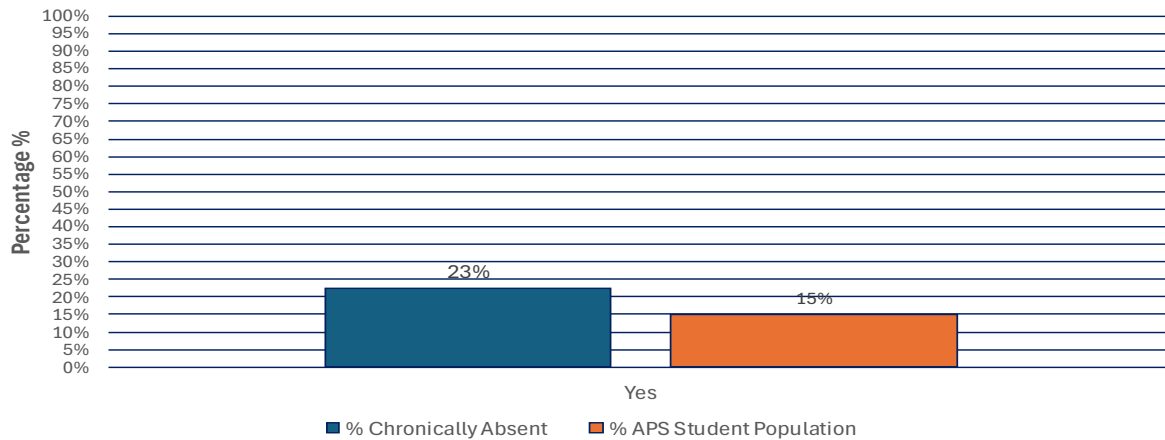
**Analysis**

- Of the students who are chronically absent, 50% were Hispanic in 2024-25 and 44% in 2025-26 (as of 10/27)

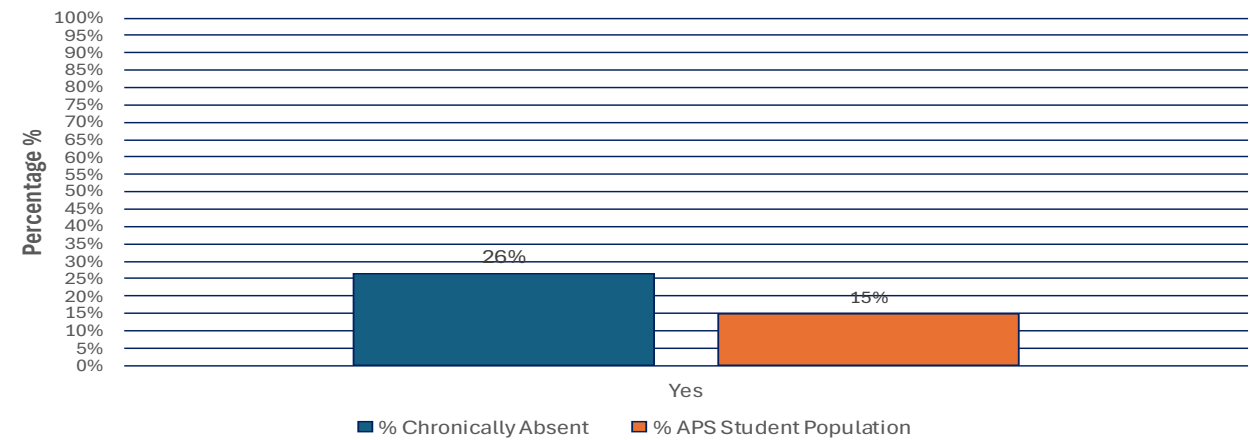


## % Students Chronically Absent – By SWD

% Students Chronically Absent - By SWD - APS Overall  
2025-26 (As of 10/27)



% Students Chronically Absent - By SWD - APS Overall  
2024-25

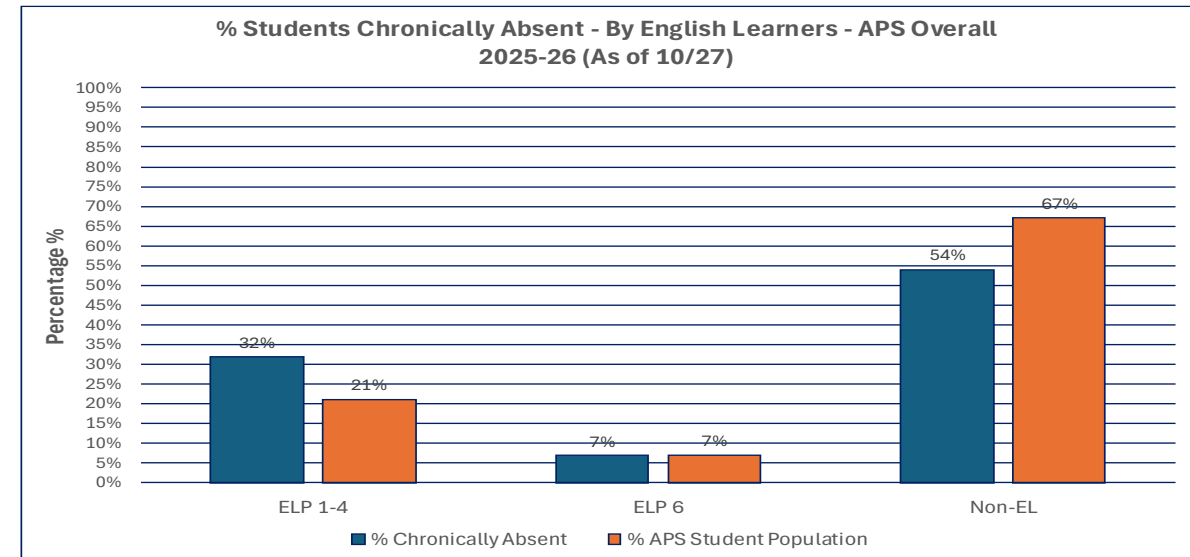
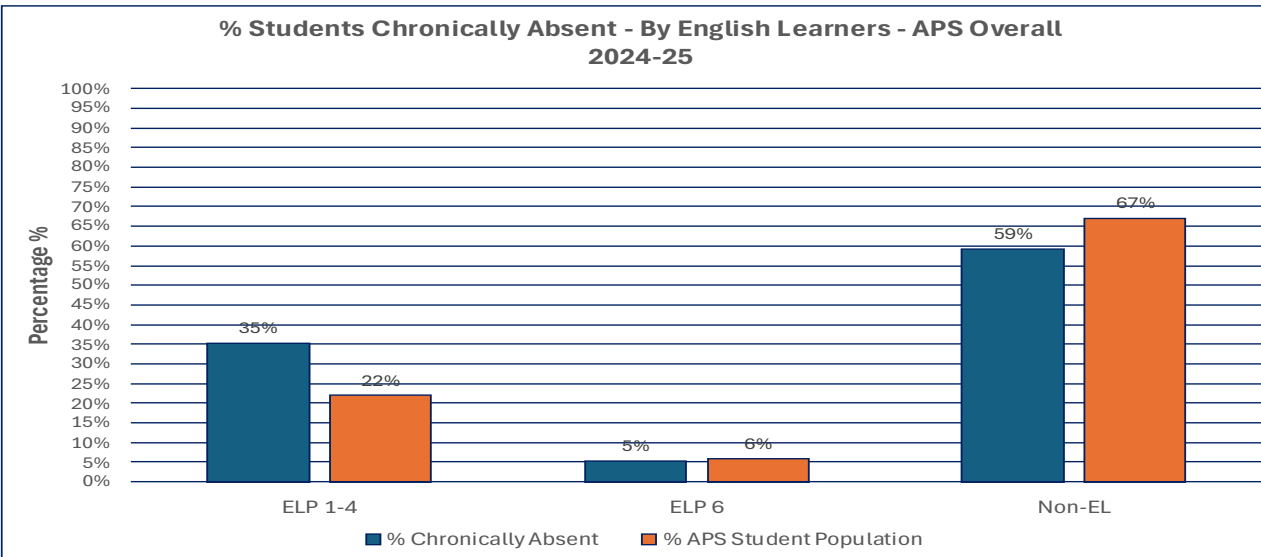


All data from 2024-25 is year-end.  
All data from 2025-26 is as of 10/27.

### Analysis

- Of the students who are chronically absent, 26% were SWD in 2024-25 and 23% in 2025-26 (as of 10/27)

## % Students Chronically Absent – English Learners



All data from 2024-25 is year-end.

All data from 2025-26 is as of 10/27.

### Analysis

- Of the students who are chronically absent, 35% were EL 1-4 in 2024-25 and 32% in 2025-26 (as of 10/27/25)

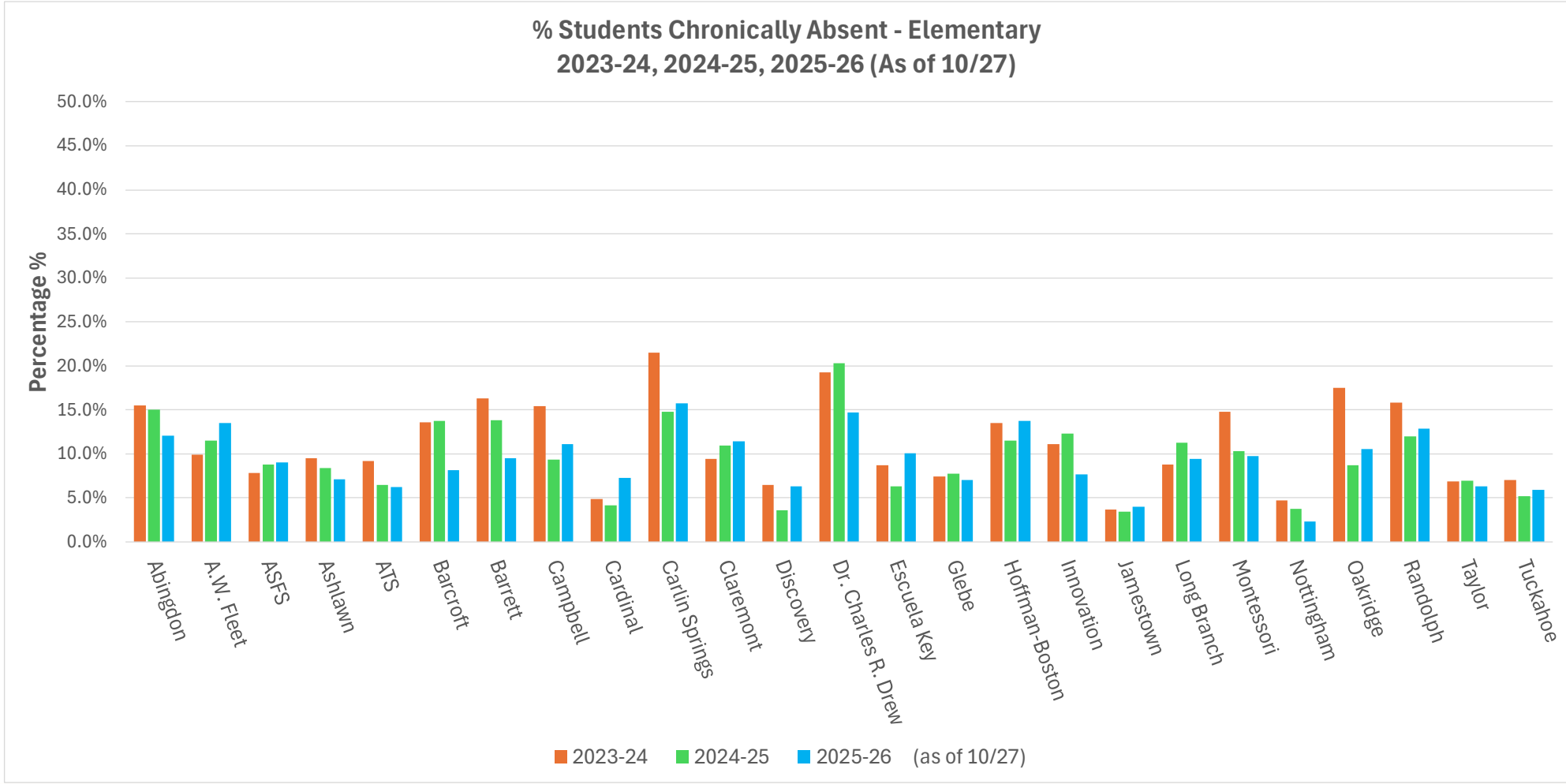


## Student Well-Being

All data from 2023-24 and 2024-25 is year-end.

All data from 2025-26 is as of 10/27.

## % Students Chronically Absent – Elementary – 3 yr Trend



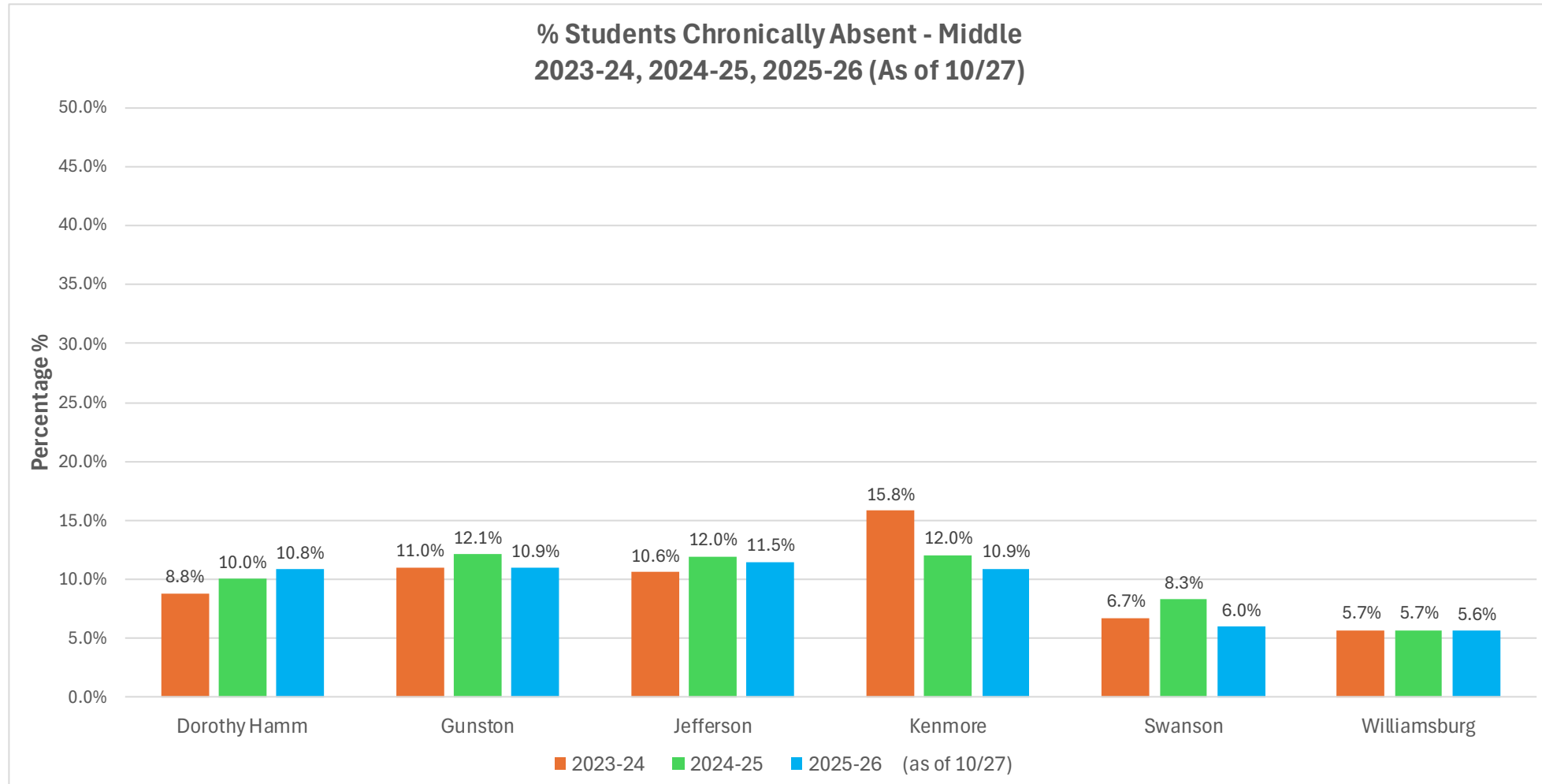


## Student Well-Being

All data from 2023-24  
and 2024-25 is year-  
end.

All data from 2025-26  
is as of 10/27/25.

## % Students Chronically Absent – Middle – 3 yr Trend



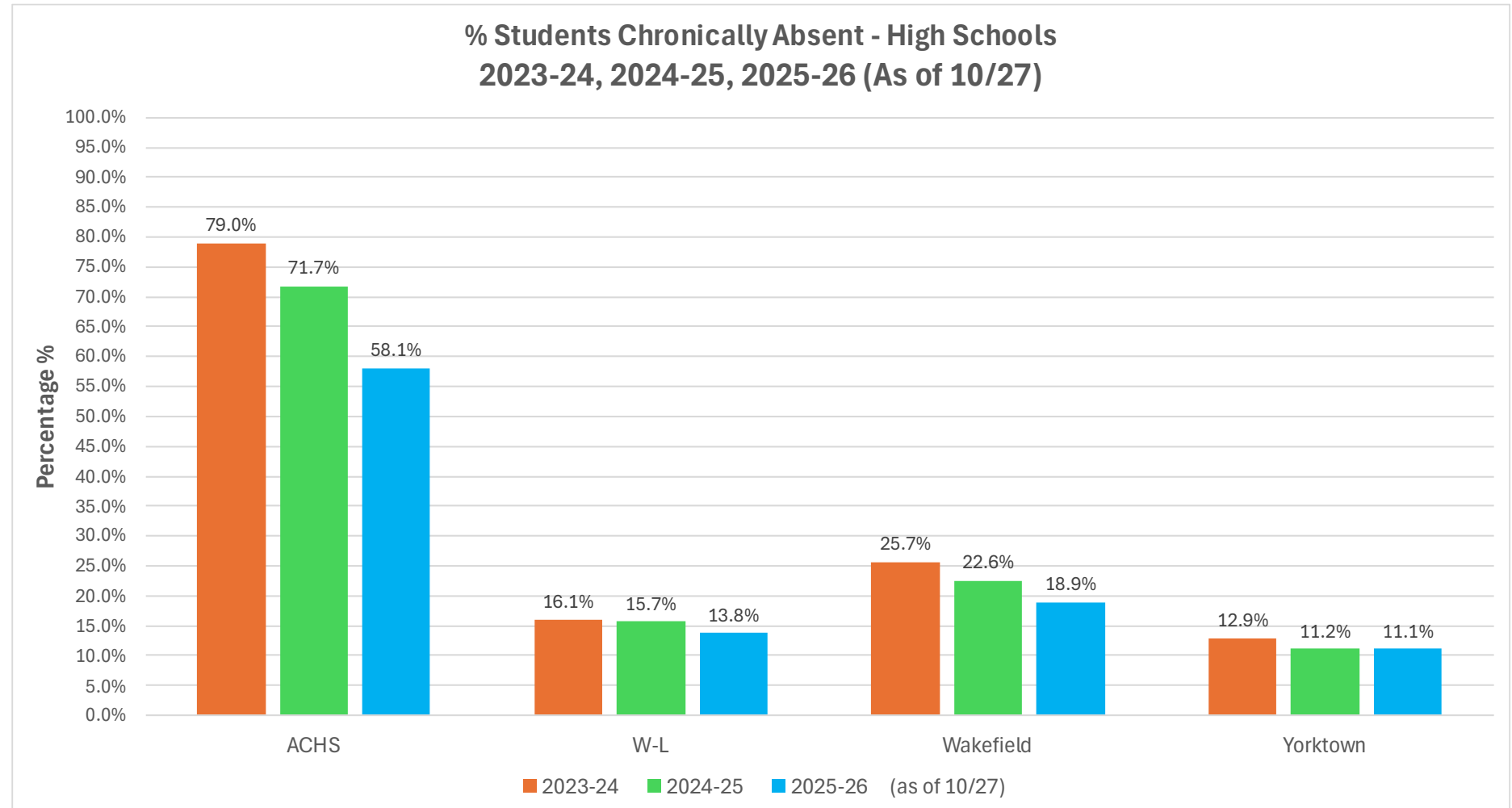


## Student Well-Being

All data from 2023-24  
and 2024-25 is year-  
end.

All data from 2025-26  
is as of 10/27.

## % Students Chronically Absent – High – 3 yr Trend





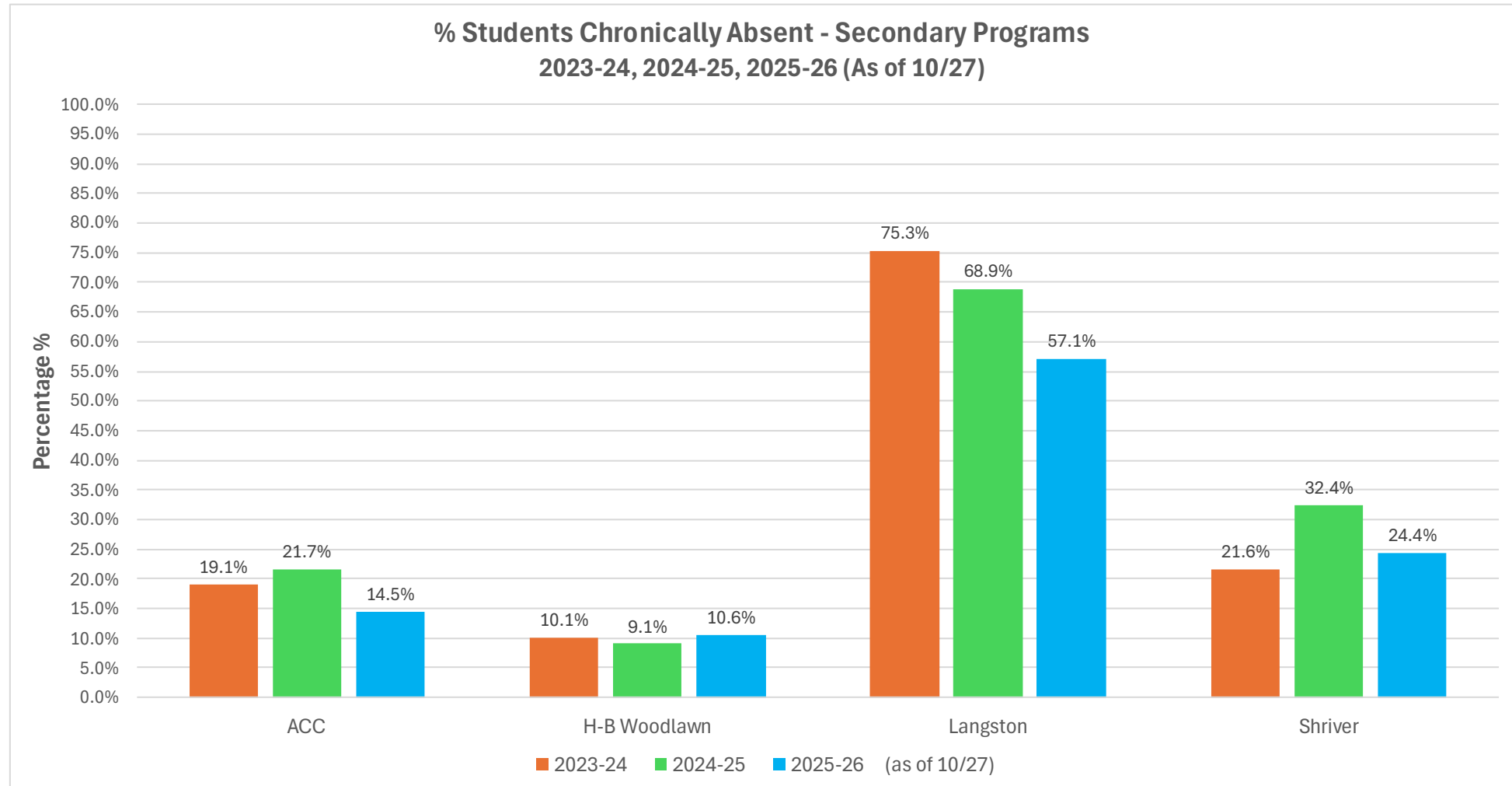


## Student Well-Being

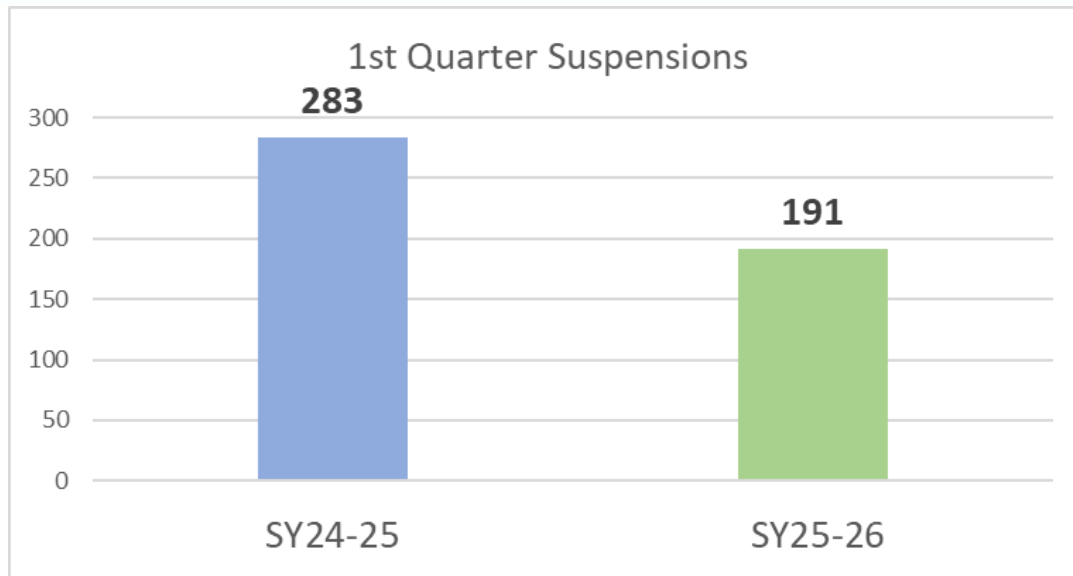
All data from 2023-24  
and 2024-25 is year-  
end.

All data from 2025-26  
is as of 10/27.

## % Students Chronically Absent – Secondary Program – 3 yr Trend



# Discipline Data Comparison for Quarter 1



Compared to last year at this time:

- Suspensions across K-12 are down **32.5%**.
- 50% of all suspensions are students with repeat suspensions
- Elementary suspensions are up.
  - 23 total students (13 are SWD)

|            |              |                                            | Q1 Comparison                    |                                  |
|------------|--------------|--------------------------------------------|----------------------------------|----------------------------------|
| Sub-Group  | % Enrollment | % for <u>Total</u> Suspensions in SY 24-25 | % Suspensions Quarter 1 SY 24-25 | % Suspensions Quarter 1 SY 25-26 |
| Asian      | 9.3%         | 6%                                         | 3.9%                             | 7.8%                             |
| Black      | 10.8%        | <b>25.8%</b>                               | <b>30%</b>                       | <b>35.7%</b>                     |
| Hispanic   | 30.4%        | 42.7%                                      | 36.7%                            | 30.3%                            |
| Other      | 8.4%         | 6%                                         | 8.5%                             | 9.5%                             |
| White      | 41.1%        | 19.4%                                      | 20.8%                            | 16.7%                            |
| EL 1-6     | 27.7%        | 37.2%                                      | 28.6%                            | 30.9%                            |
| SWD        | 15.4%        | <b>46.5%</b>                               | <b>50.8%</b>                     | <b>45.5%</b>                     |
| Elementary | 46.6%        | 11.6%                                      | 6.7%                             | 18.8%                            |
| Secondary  | 53.4%        | <b>88.4%</b>                               | <b>93.3%</b>                     | <b>81.2%</b>                     |

## Examples of Professional Development Offered:

- New Assistant Principal Onboarding- July 2025
- Administrative Conference- Aug. 2025
- APS Transportation Staff- Aug. 2025
- New Administrators Cohort- Sept. 2025
- Synergy Training- Sept. & Oct. 2025
- School Dean Cohort- Sept. & Oct. 2025
- AP LEAD Meeting- Oct. 2025
- Extended Day Staff- Nov. 2025

| Total # of<br>School Climate & Culture<br>Consultations |            |
|---------------------------------------------------------|------------|
| Elementary                                              | <b>130</b> |
| Secondary                                               | <b>106</b> |

| Total # of<br>School Climate & Culture<br>School Visits |           |
|---------------------------------------------------------|-----------|
| Elementary                                              | <b>47</b> |
| Secondary                                               | <b>51</b> |

| Code of Conduct Presentations<br>to Students |                  |                                                            |
|----------------------------------------------|------------------|------------------------------------------------------------|
|                                              | Total<br>Schools | Total # of Presentations and<br>Assemblies (With students) |
| Elementary                                   | <b>12</b>        | <b>47</b>                                                  |
| Secondary                                    | <b>3</b>         | <b>17</b>                                                  |



Student  
Well-Being

## What strengths exist in the data across student subgroups?

- There was a reduction in high school incidents of bullying between 2023-24 and 2024-25.
- Data for this year shows that overall chronic absenteeism rates, as well as rates for subgroups, are lower at the end of quarter 1 than at the end of the 2024-25 school year.
- Q1 suspension data is lower than last year.



## Student Well-Being

### First Quarter Meetings

- **Welcomed New and Returning Members** – To strengthen the SAB's collective expertise and representation.
  - **25 representatives from all comprehensive high schools, ACC, H-B Woodlawn, Shriver and Langston.**
- **Developed Vision and Mission** – To guide the SAB's work across APS.
- **Established Subcommittees** – To focus on priority areas and ensure progress on key initiatives.
- **Elected Officers** - To provide leadership, coordination, and accountability.
- **Created SMART Goals** - To align actions with measurable outcomes that advance student voice across schools





## Student Well-Being

### What gaps exist in the data across student subgroups?

- There was a significant increase in middle school incidents of bullying between 2023-24 and 2024-25.
- Chronic absenteeism rates for Hispanic students, English learners, and students with disabilities are over 15% at the end of the first quarter.
- 50% of all suspensions are students with repeat suspensions.
- Elementary suspensions are up.
- SY 24-25 discipline data for Q1 shows overrepresentation of Black student and students with disabilities.





## Student Well-Being

What supports have been put in place for schools in response to the data?

- Student Services has implemented additional bullying prevention curricular lessons this year, with the first lesson taught during the month of October.
- School Climate & Culture are completing Code of Conduct lessons, which includes reviewing consequences for bullying at elementary and secondary schools this fall.
- APS continues to emphasize universal support centered on attendance education, prevention programming, and consistent messaging.
- Targeted and intensive interventions for chronic absenteeism include professional development through quarterly attendance summits, evidence-based programs such as Check and Connect, ongoing partnerships with Edu-Futuro, and ongoing direct assistance from Student Services' team members.
- Increased school visits and professional development related to building a positive, responsive learning environment.



## Student Well-Being

### What are the follow up actions for next quarter?

- Monitor bullying incidents that are investigated, determined to be founded, and then assigned consequences in the Student Information System for trends.
- APS is currently beta testing a system that will track allegations, investigations, and findings by subgroup with a goal of implementing in November.
- Student Services continues to monitor chronic absenteeism data that is updated weekly.
- APS is partnering with the GMU ARISE initiative to explore how to leverage AI to identify and implement evidence-based attendance interventions based upon root causes.
- Provide each school administration team with monthly data showing suspension trends by sub-groups, repeat offenders, and intervention attempts followed by a collaborative problem-solving meeting with OSCC staff.
- Moving from one-time professional development to ongoing coaching cycles for Deans, Assistant Principals on classroom culture, implicit bias in discipline decision-making, discipline data entry using case studies and school-level data.



## Student Well-Being

What accomplishments were completed (compared to prior quarter)?

- For the opening of the school year, information was shared regarding how to report bullying in the September 5 Friday Five and on the lessons in a September 18 message to the community.
- Developing plans to support intensive and targeted schools for chronic absenteeism through the "Partners for Progress" school support model.
- Strengthen dean and other administrator support systems by re-enforcing differentiation and tiered discipline practices.
- Expansion of the Student Advisory Board to include all high schools and programs.
- Suspension rates decreased compared to the previous quarter, reflecting stronger use of restorative interventions, coaching, and school-based support plans.

## Diversity, Equity, Inclusion & Student Support Cross- Collaboration

- Updated Bullying & Harassment protocols, consultations, and trainings.
- Overhaul of the RESET Program (formally known as Second Chance) for substance use violations in K-12.
  - **Substance use violations in SY2025-26 Quarter 1 are down 55% across K-12 when compared to SY2024-25 Quarter 1 data.**
- Direct school support in response to student hate speech incidents.
- Participation in Restorative Practices Trainings (Train the Trainer) to build capacity across schools.
- Development of Tier 1 behavior strategies and resources for classroom teachers.

## School Safety & Emergency Management

- Updated Administrative Discipline Framework and alignment with school safety and threat assessment.
- Weekly meetings with Threat Assessment Oversight Committee and Threat Assessment Specialist.
- Coordinated response, consultation, and documentation of serious incidents.

## Special Education

- Ongoing consultation and collaboration regarding specific cases and supporting the continuum of services.
- Participation in Discipline Work Group to develop guidance for suspending SWD.

To see all current data, please  
[Visit the Strategic Plan Dashboard](#)

