Quarter 2 (Q2) Update

Arlington Public Schools

February 2026

Student Academic Success

FOCUS AREA #1: Student Academic Growth

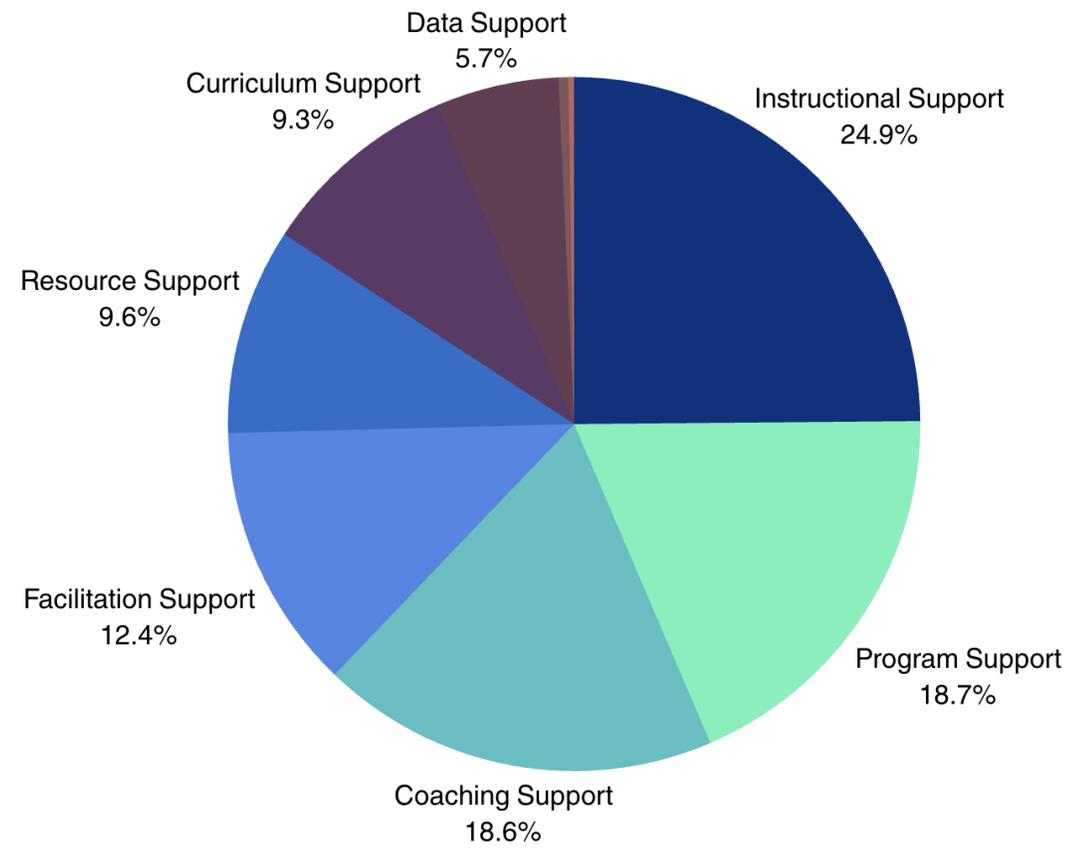**Student Academic Growth and Success**

- New assessment data from midyear testing will be available in our Q3 report.
- Data reviewed for this report include:
  - School support data
  - Data from our Partners for Progress schools
  - Data from SPED on eligibility timelines, secondary transition plans, and least restrictive environment (LRE)

Arlington Public Schools
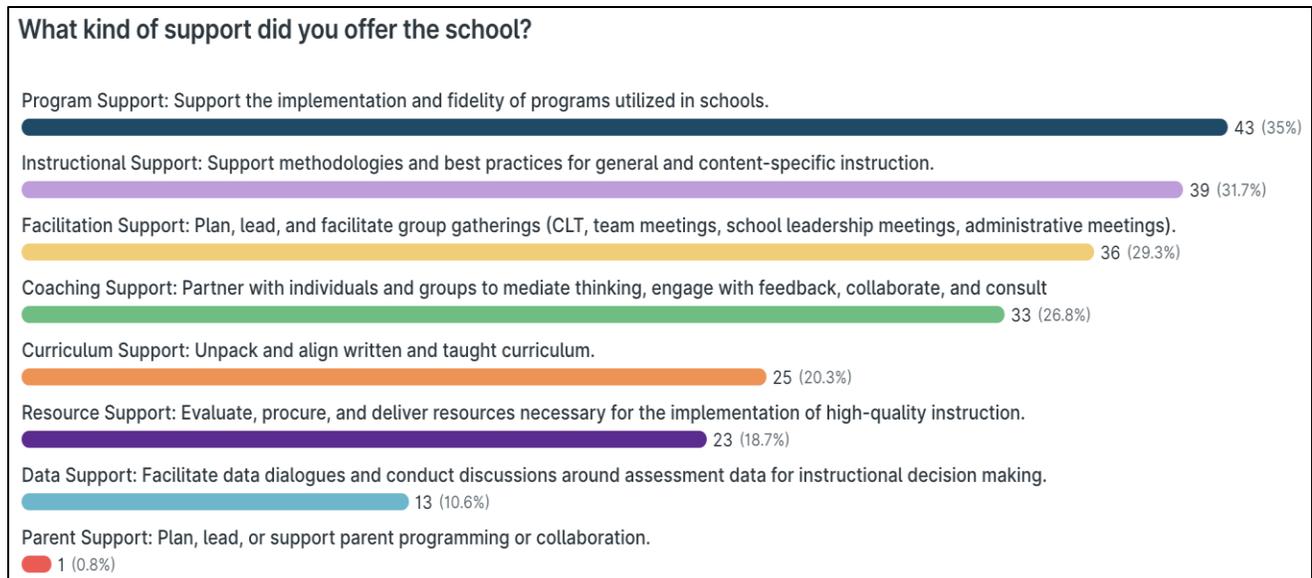
EVERY STUDENT COUNTS
EXCELLENCE FOR ALL
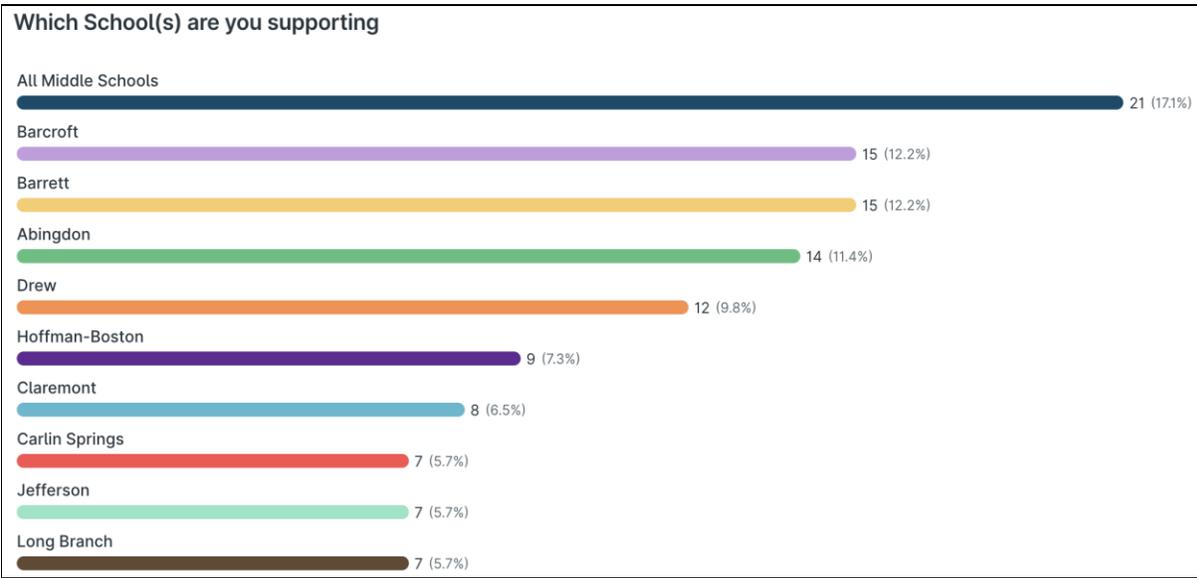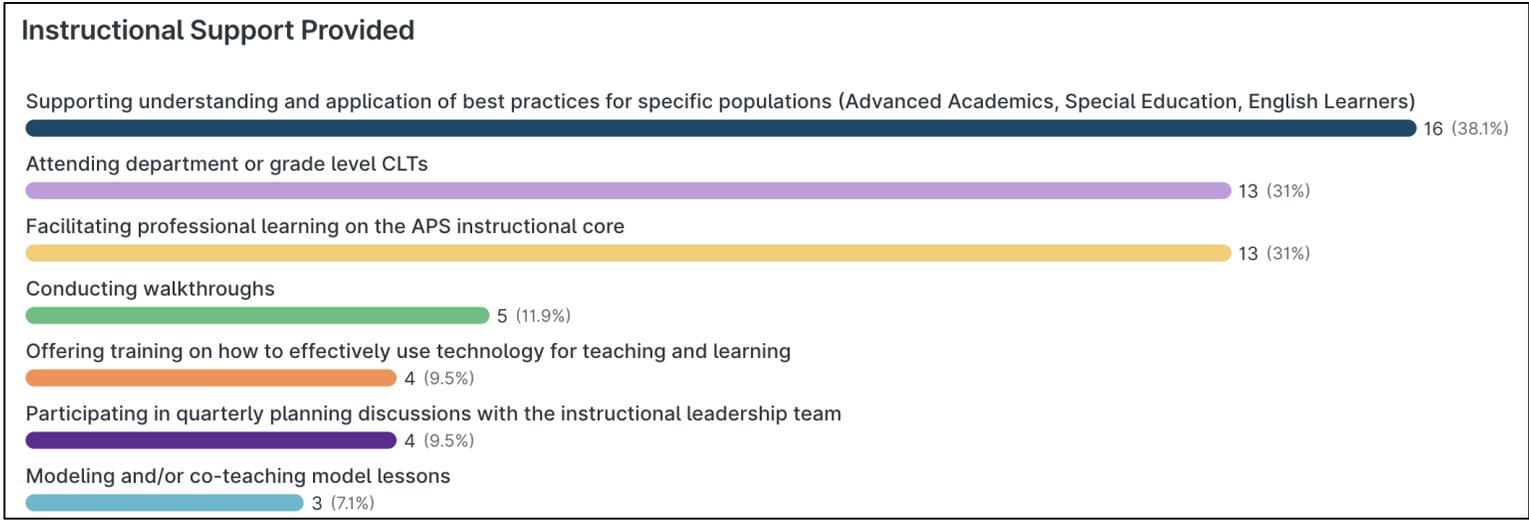
Student Academic Growth and Success

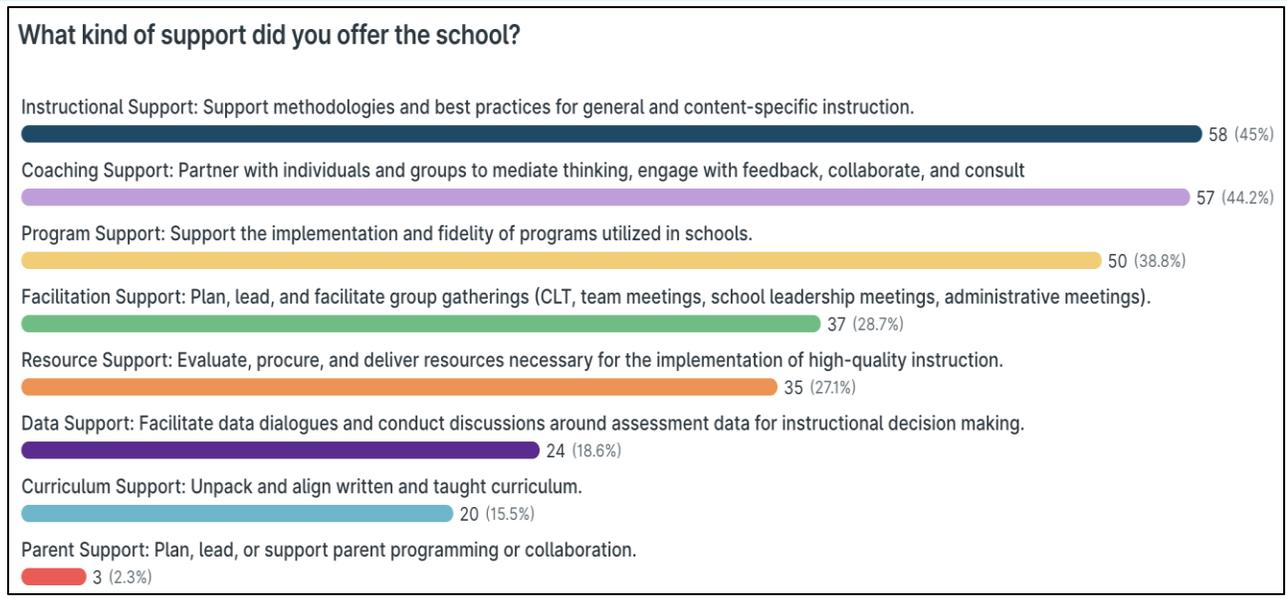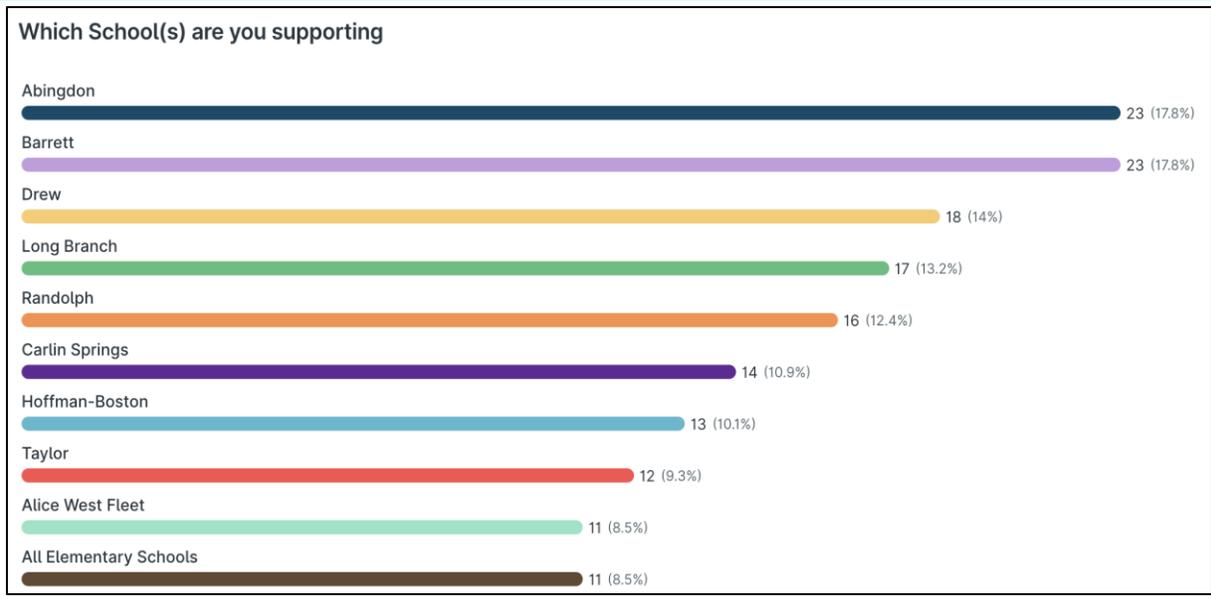A total of 696 instances of school support were reported in Q2 with instructional, program, and coaching support ranking highest.

Office of Academics Areas of Support in Q2

- Data Support 5.7%
- Curriculum Support 9.3%
- Instructional Support 24.9%
- Resource Support 9.6%
- Program Support 18.7%
- Facilitation Support 12.4%
- Coaching Support 18.6%

Which School(s) are you supporting

School	Count
All Middle Schools	21 (17.1%)
Barcroft	15 (12.2%)
Barrett	15 (12.2%)
Abingdon	14 (11.4%)
Drew	12 (9.8%)
Hoffman-Boston	9 (7.3%)
Claremont	8 (6.5%)
Carlin Springs	7 (5.7%)
Jefferson	7 (5.7%)
Long Branch	7 (5.7%)

What kind of support did you offer the school?

Support Type	Count
Program Support: Support the implementation and fidelity of programs utilized in schools.	43 (35%)
Instructional Support: Support methodologies and best practices for general and content-specific instruction.	39 (31.7%)
Facilitation Support: Plan, lead, and facilitate group gatherings (CLT, team meetings, school leadership meetings, administrative meetings).	36 (29.3%)
Coaching Support: Partner with individuals and groups to mediate thinking, engage with feedback, collaborate, and consult	33 (26.8%)
Curriculum Support: Unpack and align written and taught curriculum.	25 (20.3%)
Resource Support: Evaluate, procure, and deliver resources necessary for the implementation of high-quality instruction.	23 (18.7%)
Data Support: Facilitate data dialogues and conduct discussions around assessment data for instructional decision making.	13 (10.6%)
Parent Support: Plan, lead, or support parent programming or collaboration.	1 (0.8%)

Instructional Support Provided

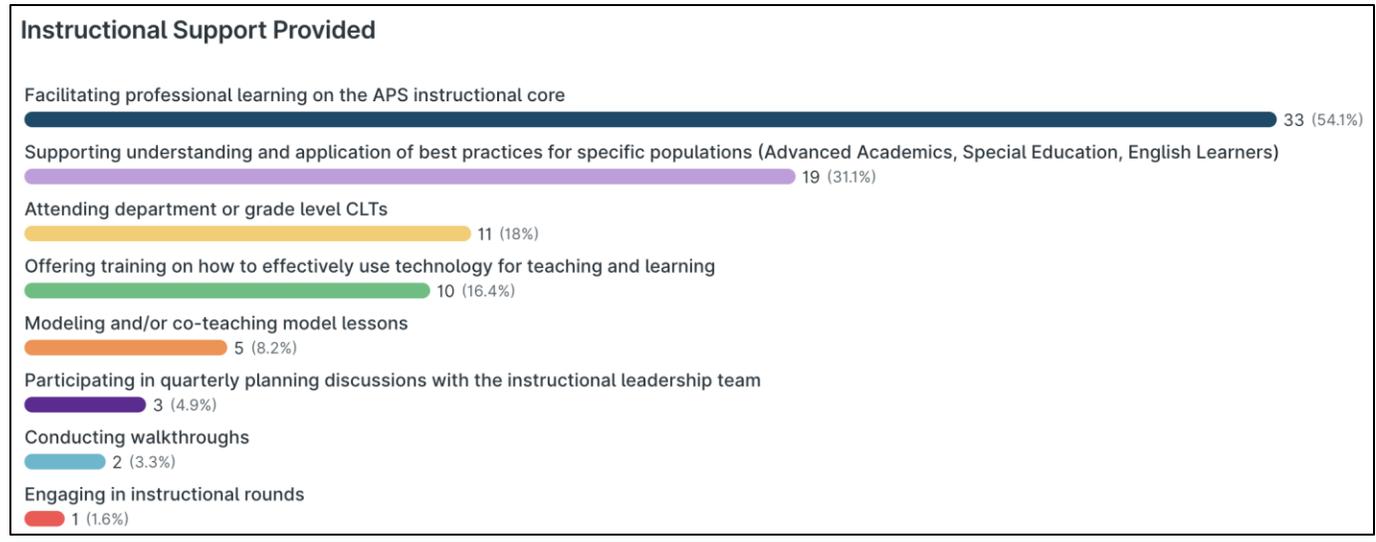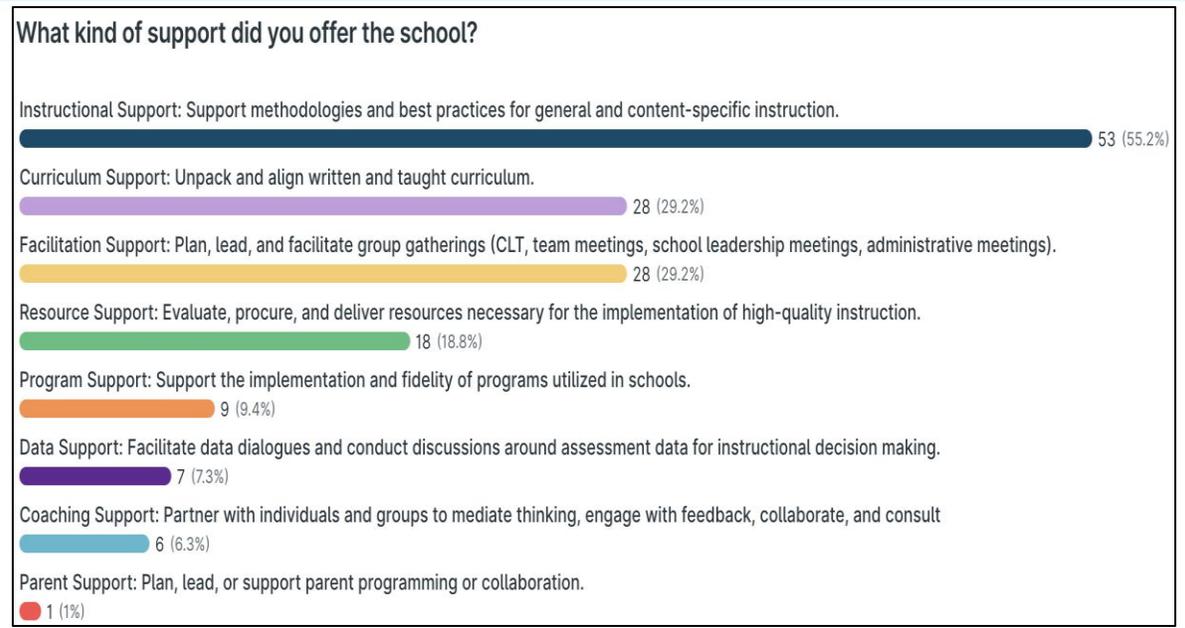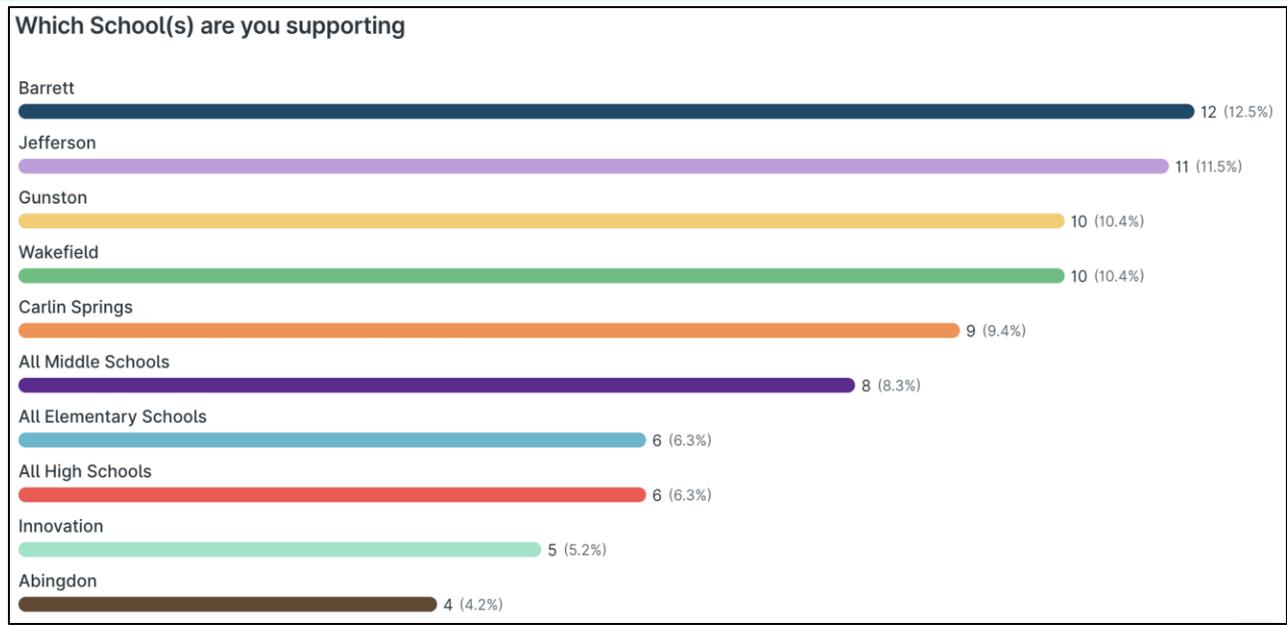| Support	Count
Supporting understanding and application of best practices for specific populations (Advanced Academics, Special Education, English Learners)	16 (38.1%)
Attending department or grade level CLTs	13 (31%)
Facilitating professional learning on the APS instructional core	13 (31%)
Conducting walkthroughs	5 (11.9%)
Offering training on how to effectively use technology for teaching and learning	4 (9.5%)
Participating in quarterly planning discussions with the instructional leadership team	4 (9.5%)
Modeling and/or co-teaching model lessons	3 (7.1%)

A total of 123 instances of school support were reported in Q2 with program, instructional, and facilitation support ranking highest.

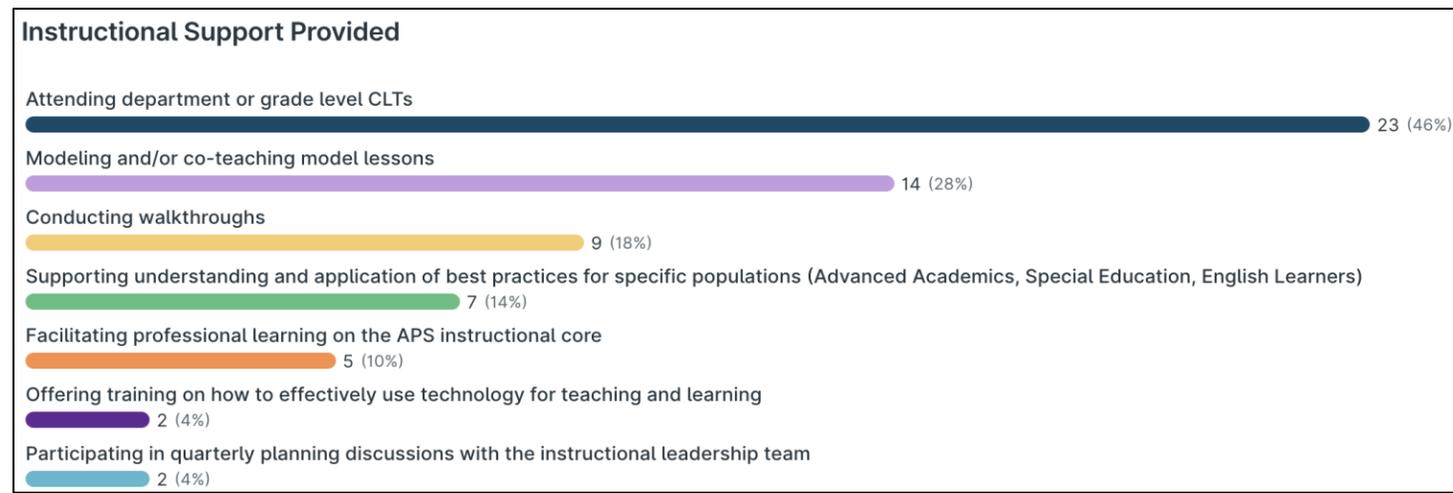## Which School(s) are you supporting

School	Value
Abingdon	23 (17.8%)
Barrett	23 (17.8%)
Drew	18 (14%)
Long Branch	17 (13.2%)
Randolph	16 (12.4%)
Carlin Springs	14 (10.9%)
Hoffman-Boston	13 (10.1%)
Taylor	12 (9.3%)
Alice West Fleet	11 (8.5%)
All Elementary Schools	11 (8.5%)

What kind of support did you offer the school?

Support	Value
Instructional Support: Support methodologies and best practices for general and content-specific instruction.	58 (45%)
Coaching Support: Partner with individuals and groups to mediate thinking, engage with feedback, collaborate, and consult	57 (44.2%)
Program Support: Support the implementation and fidelity of programs utilized in schools.	50 (38.8%)
Facilitation Support: Plan, lead, and facilitate group gatherings (CLT, team meetings, school leadership meetings, administrative meetings).	37 (28.7%)
Resource Support: Evaluate, procure, and deliver resources necessary for the implementation of high-quality instruction.	35 (27.1%)
Data Support: Facilitate data dialogues and conduct discussions around assessment data for instructional decision making.	24 (18.6%)
Curriculum Support: Unpack and align written and taught curriculum.	20 (15.5%)
Parent Support: Plan, lead, or support parent programming or collaboration.	3 (2.3%)

Instructional Support Provided

Support	Value
Facilitating professional learning on the APS instructional core	33 (54.1%)
Supporting understanding and application of best practices for specific populations (Advanced Academics, Special Education, English Learners)	19 (31.1%)
Attending department or grade level CLTs	11 (18%)
Offering training on how to effectively use technology for teaching and learning	10 (16.4%)
Modeling and/or co-teaching model lessons	5 (8.2%)
Participating in quarterly planning discussions with the instructional leadership team	3 (4.9%)
Conducting walkthroughs	2 (3.3%)
Engaging in instructional rounds	1 (1.6%)

A total of 129 instances of school support were reported in Q2 with instructional, coaching, and program and support ranking highest.

Which School(s) are you supporting

- Barrett: 12 (12.5%)
- Jefferson: 11 (11.5%)
- Gunston: 10 (10.4%)
- Wakefield: 10 (10.4%)
- Carlin Springs: 9 (9.4%)
- All Middle Schools: 8 (8.3%)
- All Elementary Schools: 6 (6.3%)
- All High Schools: 6 (6.3%)
- Innovation: 5 (5.2%)
- Abingdon: 4 (4.2%)

What kind of support did you offer the school?

- Instructional Support: Support methodologies and best practices for general and content-specific instruction.: 53 (55.2%)
- Curriculum Support: Unpack and align written and taught curriculum.: 28 (29.2%)
- Facilitation Support: Plan, lead, and facilitate group gatherings (CLT, team meetings, school leadership meetings, administrative meetings).: 28 (29.2%)
- Resource Support: Evaluate, procure, and deliver resources necessary for the implementation of high-quality instruction.: 18 (18.8%)
- Program Support: Support the implementation and fidelity of programs utilized in schools.: 9 (9.4%)
- Data Support: Facilitate data dialogues and conduct discussions around assessment data for instructional decision making.: 7 (7.3%)
- Coaching Support: Partner with individuals and groups to mediate thinking, engage with feedback, collaborate, and consult: 6 (6.3%)
- Parent Support: Plan, lead, or support parent programming or collaboration.: 1 (1%)

Instructional Support Provided

- Attending department or grade level CLTs: 23 (46%)
- Modeling and/or co-teaching model lessons: 14 (28%)
- Conducting walkthroughs: 9 (18%)
- Supporting understanding and application of best practices for specific populations (Advanced Academics, Special Education, English Learners): 7 (14%)
- Facilitating professional learning on the APS instructional core: 5 (10%)
- Offering training on how to effectively use technology for teaching and learning: 2 (4%)
- Participating in quarterly planning discussions with the instructional leadership team: 2 (4%)

A total of 96 instances of school support were reported in Q2 with instructional, curriculum, and facilitation support ranking highest.

Student Academic Growth and Success

The Office of Special Education (OSE) has developed a Corrective Action Plan (CAP) required by the Virginia Department of Education (VDOE) on two indicators:

- Indicator 11 (eligibilities completed within 65 days)
- Indicator 13 (secondary transition services)

Student Academic Growth and Success

Of the eight schools that received the revised planning factors, five have improved their LRE percentage.

School Year School	2022-2023 Ind 5a EOY	2023-2024 Ind 5a EOY	2024-2025 Ind 5a EOY	2025-2026 (As of 1/15/26) Ind 5a EOY	Change from 2024-2025
Abingdon Elementary School	76.7%	82.1%	71.7%	67.3%	-4.3%
Barcroft Elementary School	83.9%	72.3%	72.5%	71.1%	-1.4%
Barrett Elementary School	80.2%	73.5%	76.7%	80.0%	3.3%
Carlin Springs Elementary School	79.7%	75.8%	76.6%	77.9%	1.3%
Dr. Charles R. Drew Elementary School	52.7%	60.3%	63.1%	61.8%	-1.3%
Innovation Elementary School	71.7%	64.9%	80.4%	80.8%	0.4%
Oakridge Elementary School	84.4%	83.3%	71.7%	79.2%	7.5%
Randolph Elementary School	83.6%	81.7%	73.1%	76.6%	3.5%

Student Academic Growth and Success

What strengths exist in the academic data across student subgroups?

What gaps exist in academic data across student subgroups?

Student Academic Growth and Success

The 12 schools identified for additional support have been meeting with central office teams to monitor instruction, review data, and identify areas of needed support.

Specific Actions Taken

- High-leverage CLT support
- Modeling and resource creation
- Data-driven planning

Next Steps With Support

- Transitioning from supporting the planning of instruction to more monitoring implementation of planned instruction
- Aligning support across school instructional leadership teams
- Building capacity so that there is internal sustainability at the school sites

Identified Barriers to Success

- Staffing and vacancies
- Structural and scheduling issues
- Implementation gap

Student Academic Growth and Success

Q2 ELA supports delivered:
- Unit/lesson planning, writing instruction, phonics, and data analysis at Abingdon, Barcroft, Barrett, Drew, Long Branch, Carlin Springs, Randolph, Hoffman-Boston, Fleet, Innovation, and Langston

Practice analysis:
- Strongest early gains where teams use explicit instruction plus daily formative checks; weakest where writing instruction lacks modeled exemplars and structured feedback

Hypotheses to test with Q3 data:
- Explicit writing instruction + CLT-guided planning → higher writing mastery
- Consistent CLT cycles with standards trackers → better standards alignment and outcomes
- Observation/feedback + reading specialist consults → faster growth for priority subgroups

Board lever (policy/budget):
- Codifying evidence-based instruction expectations; funding writing-across-the-curriculum coaching cycles at targeted schools
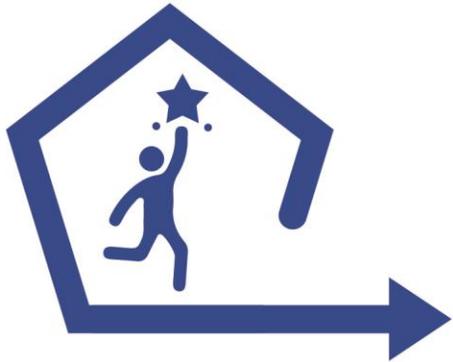
Student Academic Growth and Success

Common supports provided:

- Monthly/weekly science CLTs, MasteryConnect assessment alignment, vertical planning, and resource creation at Abingdon, Alice West Fleet, Barcroft, Barrett, Carlin Springs, Drew, Escuela Key, Hoffman-Boston, Innovation, Long Branch, Randolph, ACHS, Gunston, Jefferson, Kenmore, Langston/New Directions, and Wakefield

Implementation fidelity:

- Greater coherence where CLTs map VDOE framework → unit learning targets → assessment items → reteach plans; a goal of strengthening the link between the assessment data and reteaching plans

Hypotheses to test with Q3 data:

- Monthly science CLT cycles + MasteryConnect alignment to increase proficiency on science unit assessments
- Resource development + observation/feedback cycles to strengthen inquiry-based instruction and reduce gaps between classrooms
- Scientist-in-Classroom volunteer visits and specialist consultation to accelerate growth for students needing additional support

Board lever (budget/time):

- Reserving collaborative planning days each quarter for vertical alignment; incorporating adequate instructional time

Math Reflections

Student Academic Growth and Success

Where supports concentrated:
- CLT coaching, lesson planning, and progress monitoring at Abingdon, Barcroft, Barrett, Carlin Springs, Drew, Hoffman-Boston, Innovation, ACHS, Randolph, Fleet, Long Branch, Jefferson, and Langston

Early practice shifts observed:
- Stronger lesson internalization where weekly CLT cycles are consistent; weaker small-group execution where cycles are irregular

Hypotheses to test with Q3 data:
- Schools with consistent CLT cycles to show faster growth in targeted standards (number & number sense; computation & estimation)

Board lever (budget/time):
- Sustaining or expanding embedded math coaching at sites with rising fidelity; time-protect CLT cycles

Student Academic Growth and Success

We had 19 students whose eligibilities went over the 65-day timeline. Strategies include:

- Meet with SPED coordinators of the 19 students with eligibility processes found to be out of compliance to review systems and processes, thus ensuring compliance moving forward.
- Send out beginning-of-the-year (BOY) and middle-of-year (MOY) memos to school administrators, SPED administrative assistants, and Student Support Coordinators to remind them of the deadlines.
- Review processes and timelines at annual trainings with SPED administrative assistants.
- Run reports monthly and share with corresponding school teams of any students who are within 35 days of the timeline being due.
- Target retraining with SPED coordinators who had two or more eligibility processes that went over 65 days.
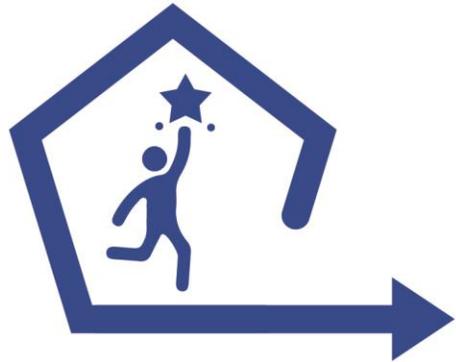
Student Academic Growth and Success

We have 202 students whose secondary transition services were out of compliance. Strategies include:

- Retrain our transition coordinators to fully understand VDOE regulations for high-quality transition plans.
- Train SPED department chairs on best practices for developing high-quality transition plans.
- Develop a professional learning session for SPED teachers at the secondary level on how to write high-quality transition plans that meet all VDOE requirements.
- Amend each of the Individualized Education Programs (IEPs) identified by VDOE to correct noted errors or rewrite at the annual IEP meeting.
- Provide professional learning sessions to current case carriers at each secondary school.
- Review and revise transition coordinator job descriptions to include quality assurance checks for transition plans for ensuring compliance with Indicator 13.

Student Academic Growth and Success

After reviewing school needs, the ELA and Math Offices have made some changes in the distribution of work for teacher specialists.

- In the ELA Office, middle and high school teacher specialists will also be supporting elementary schools due to the number of schools identified for intensive support.
- In the Math Office, one of the two elementary teacher specialists has been temporarily assigned as a school-based math interventionist at one of our intensive schools that was without an interventionist.

Student Academic Growth and Success

Building and division leaders are using this tool to monitor shifts in literacy practices.

Virginia Grade K-3 Foundational Skills Walkthrough Tool

Virginia Grade K-12 English Language Arts Walkthrough Tool

- Observe evidence-based practices in action.
- Guide collaborative planning & coaching.
- Collect trend data to drive improvement.

Virginia Kindergarten – Grade Three Foundational Skills Walkthrough Tool

The Virginia Reading and Writing Foundational Skills Walkthrough Tool is designed to build understanding and experience with best practices to support the explicit teaching of foundational skills: Print Concepts, Phonological and Phonemic Awareness, Phonics and Word Analysis, Handwriting and Spelling.

Frequency Definitions

Yes	Consistent and purposeful demonstration of this indicator.
Mostly	Consistent evidence of this indicator.
Somewhat	Inconsistent evidence of this indicator.
Not Yet	No evidence of this indicator.

Core Action 1: Aligned Content: *Is the lesson intentionally and explicitly focused on grade-level reading foundational skills? (Refer to FFR and FFW Standards of Learning for grade-level expectations.)*

Descriptor	Frequency	Notes
A. The foundational skill(s) observed in the lesson reflect grade-level standards, present in both Foundations for Reading (FFR) and Foundations for Writing (FFW) and are appropriate for the time of year.	Yes Mostly Somewhat Not Yet	
B. The foundational skill(s) observed in the lesson is part of a systematic scope and sequence provided by division approved HQIM (Core or Supplemental).	Yes Mostly Somewhat Not Yet	
C. Teacher provides IEP-aligned/504-aligned or English Learner-aligned supports that eliminate barriers for students to access to grade-level foundational skills instruction.	Yes Mostly Somewhat Not Yet	

Core Action 2: Teacher-Directed Instruction: *Does the teacher make the foundational skills of the lesson explicit and allow time for student practice?*

Descriptor	Frequency	Notes
A. Foundational skill(s) instruction is explicit, systematic, and cumulative.	Yes Mostly Somewhat Not Yet	
B. The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s).	Yes Mostly Somewhat Not Yet	
C. The elements of the lesson are presented in an engaging and student-friendly manner. The use of manipulatives, text resources, and hand motions enhance and support lessons and do not distract from skills being taught.	Yes Mostly Somewhat Not Yet	
D. The teacher models appropriately to support student learning and elicits student practice through a variety of classroom routines appropriately defined within approved HQIM (Core or Supplemental).	Yes Mostly Somewhat Not Yet	
E. The teacher explicitly addresses skills that transfer between	Yes	

Virginia Kindergarten – Grade Three Foundational Skills Walkthrough Tool   1

Student Academic Growth and Success

- **Enhanced collaboration and co-teaching** between EL and general education teachers to strengthen integrated instruction

- **Expanded support for dually identified ELs** in specialized county-wide programs

- **Comprehensive language support across core content areas**, including both mathematics and ELA

- **Deepened grade-level expertise** through focused teacher assignments that allow for targeted, developmentally appropriate instruction

- **Increased access to linguistically accommodated interventions** to address individual student needs

Student Academic Growth and Success

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

Student Academic Growth and Success

Schools Awarded the Grant

- Carlin Springs, Drew, Randolph

Supports Provided to School Teams Through the Grant

School leadership teams, supported by division leadership, will:

- Receive training on instructional practices proven to improve student literacy outcomes.
- Establish quality observation and feedback cycles using the state's classroom walk-through tools.
- Learn about evidence-based classroom and intervention practices.
- Build systems for educator collaboration.
- Engage in progress monitoring and ongoing strategic advisement.

VDOE Press Release

Student Academic Growth and Success

Effective math instruction intentionally moves students from acquisition to fluency to generalization.

The Instructional Hierarchy: An Empirically-Validated Learning Process

	ACQUISITION	FLUENCY	GENERALIZATION
Stage Goals	**Accuracy**: Perform skill accurately and understand concept(s)	**Efficiency**: Increase speed and accuracy	**Novel application**: Apply the skill flexibly in unstructured situations
Instructional Tactics	**Explicit instruction** (modeling, guided practice, immediate feedback)	**Maximum practice opportunities**, favoring independent and/or timed practice	**Novel problems and student-led tasks**; spiraling to ensure skill maintenance

Student Academic Growth and Success

Leaders learn the research, design the pilot, and plan for tentative implementation and evaluation. Four Elementary Principals and Math Office staff are currently engaged in this work.

Introducing the Math Leadership Lab

EAB's Four-Part Program to Help Districts Implement a Class-Wide Intervention Pilot for Foundational Math

Program Components

| **Workshop 1:** Team Education and Preparation	**Workshop 2:** Intervention Pilot Design	**Workshop 3:** Implementation Planning	**Workshop 4:** Launch and Evaluation Preparation
1 Review research and best practices Learn the root causes driving math gaps and how to address them	**4 Choose your best-fit skill sequence** Select a set of priority skills that align with your pilot's grade-level focus	**7 Create a teacher manual for your intervention pilot** Provide teachers a step-by-step guide for leading class-wide intervention	**10 Clarify roles for central office and schools** Define who has oversight, input, and responsibilities at the district and school levels
2 Select where to focus your intervention pilot Identify strong principal candidates based on capacity and student need	**5 Select preferred instructional practices** Build a set of evidence-based tactics for teachers to use in their intervention	**8 Define steps for screening and data analysis** Adapt a tool for gathering, analyzing, and determining next steps from student data	**11 Define admin KPIs and program evaluation steps** Set desired outcomes for the pilot and review considerations for scaling
3 Prepare to invite principals to lead pilot Gather materials, key information, and questions about pilot participation	**6 Establish protected time for the intervention block** Determine how the class-wide intervention pilot can fit within the existing math block	**9 Prepare training materials for teachers** Review and refine resources to build teacher buy-in and set expectations for the pilot	**12 Craft launch messaging and agendas** Select dates for key milestones, training, and communications

Student Academic Growth and Success

Targeted, class-wide intervention strengthens core instruction while addressing critical missed skills.

"Tier 1.5," a Classwide Intervention, Scales Support For Critical Missed Skills

Tier	Components
3	1-on-1
2	Small-group
1.5	Classwide intervention
1	Core instruction, universal screening

✓ Pre-test to identify which key skills were not mastered by a majority of the class

✓ Dedicate daily class time to target key missed skills

✓ **Use the correct instructional tactics for each learning phase for efficient mastery**

Student Academic Growth and Success

Six elementary schools will pilot this learning app with K-2 families in spring 2026.
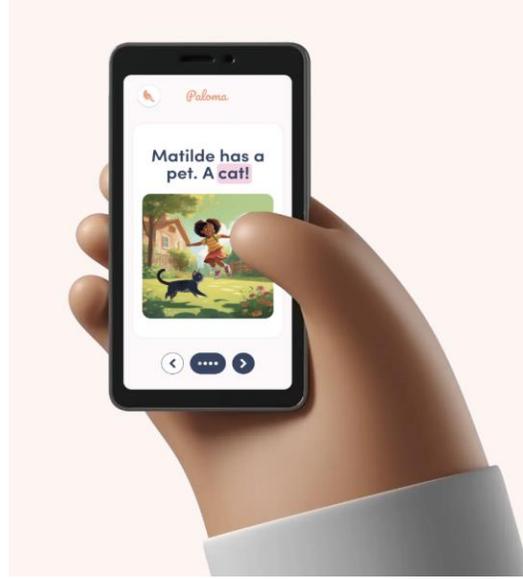
palomalearning.com

Paloma Learning

- Parents as teaching partners
- K-2 Parent app to tutor own student for 15 minutes
- Lessons that come straight to text message on the phone
- Alignment with the current phonics lesson of the day
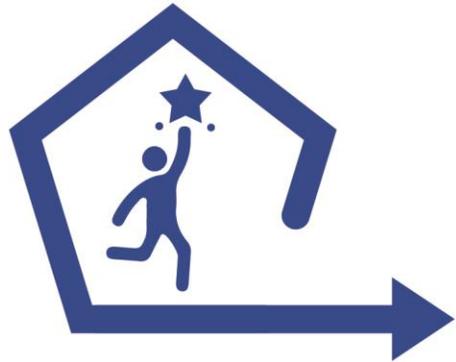
Student Academic Growth and Success

At the end of Q2, focus areas were:

- Continue support of Intensive and Targeted schools through collaborative walk-throughs, data review, and strategic planning.
- Shift from planning to monitoring implementation impact in classrooms.
- Integrate midyear assessment data into the Accountability Framework.
- Identify and document positive outlier schools as Quarter 3 (Q3) case studies.
- Strengthen coaching, consistency, and follow-through in targeted schools.
- Conduct ongoing professional learning for new Special Education (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?

- Extended Day
- School Health
- McKinney-Vento
- Chronic Absenteeism Data for Quarter 2
  - Overall
  - Demographic
  - School by Level
- Student Discipline
- Positive School Climate Efforts
- Student Advisory Board

Student Well-Being

- Initiated a pilot program that offered structured care and activities.

- Locations: Carlin Springs, Drew, Nottingham, and Shriver from 8 AM–4 PM and optional extended hours (4 PM–6 PM)

- Two sessions
  - Session 1: Dec 22, 23, & 26
  - Session 2: Dec 29-31, Jan. 2).

Winter Break Pilot Participation

Total Student Participation: 305

Session 1	Session 2
151	**154**
Total Participants	Total Participants
53	60
Extended Hours Students	Extended Hours Students
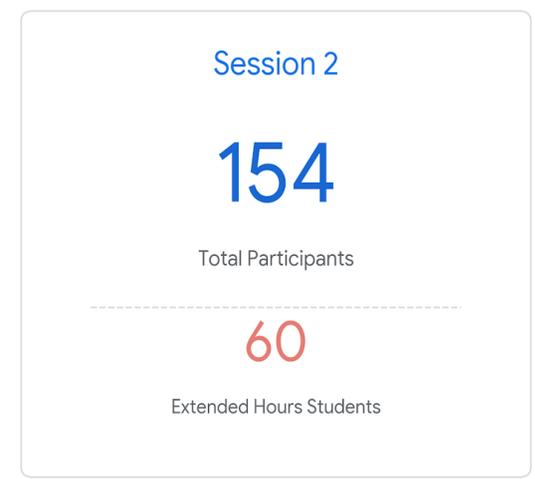
Student Well-Being

Winter Break Pilot: Key Metrics

Family Satisfaction

95%

Rated "Satisfactory" to "Excellent"

Highest Participation

Cardinal
15.3%

Nottingham
10.3%

Glebe & Tuckahoe
8.6%
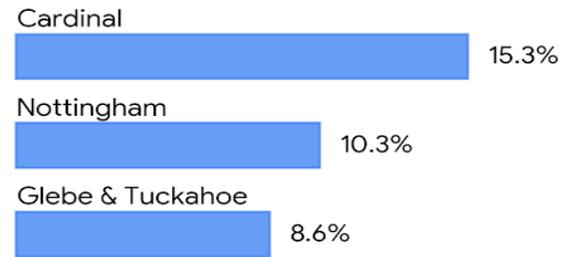
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Schools Participated in the Survey

Family Feedback Highlights:

• "Families valued an affordable childcare option"

• "Convenient locations"

• "Very supportive staff"

Student Well-Being

Dental Program Expansion: The "Smiles" dental health program was expanded in January 2026 to include **Barrett** and **Hoffman-Boston** elementary schools, with an expansion to **Drew** scheduled for February 2026.

- o **Participation:** 30 students have already received services at Barrett and Hoffman-Boston.

Emergency Medication: The school system received **41 free units of Neffy** (Nasal Epinephrine) to bolster emergency stock medication supplies across schools.

Cardiac Safety: A **Cardiac Emergency Response Plan (CERP)** has been finalized, with plans to pilot the program in three schools in the near future.

School Health Immunizations

>95%
Compliance

Immunization Rates:

- Rates continue to be above 95%.

Synergy Integration:

- Public Health Nurses (PHNs) now have direct access to student **504 plans and IEPs** within the Synergy system to improve plan implementation.

- **Medication Tracking:** The Synergy platform has been updated to allow health services staff to input and manage student medications directly within the system.

Student Well-Being

Current McKinney-Vento numbers show an increase of 46% compared to this time last school year

All McKinney-Vento Students are provided:
- School meals (free breakfast and lunch)
- Extended day (fee waiver)
- School supplies & other materials as needed
- Tutoring support
- Specialized transportation provided to & from school of origin as needed

New supports added in SY 25-26:
- Tutoring in partnership with APS Office of Academics (grades 3-8)
- Monitoring and support for McKinney-Vento students who have a history of chronic absenteeism

		Year to Year Data	
		SY 24-25 (EOY data)	SY 25-26 (as of 1/23/26)
Unhoused Students		258	239
Unaccompanied Youth		28	21

		Transportation Data	
		SY 24-25 (EOY data)	SY 25-26 (as of 1/23/26)
Specialized Transportation		46	43
Metro Card Support		20	8

% Students Chronically Absent – APS Overall – 3 yr Trend
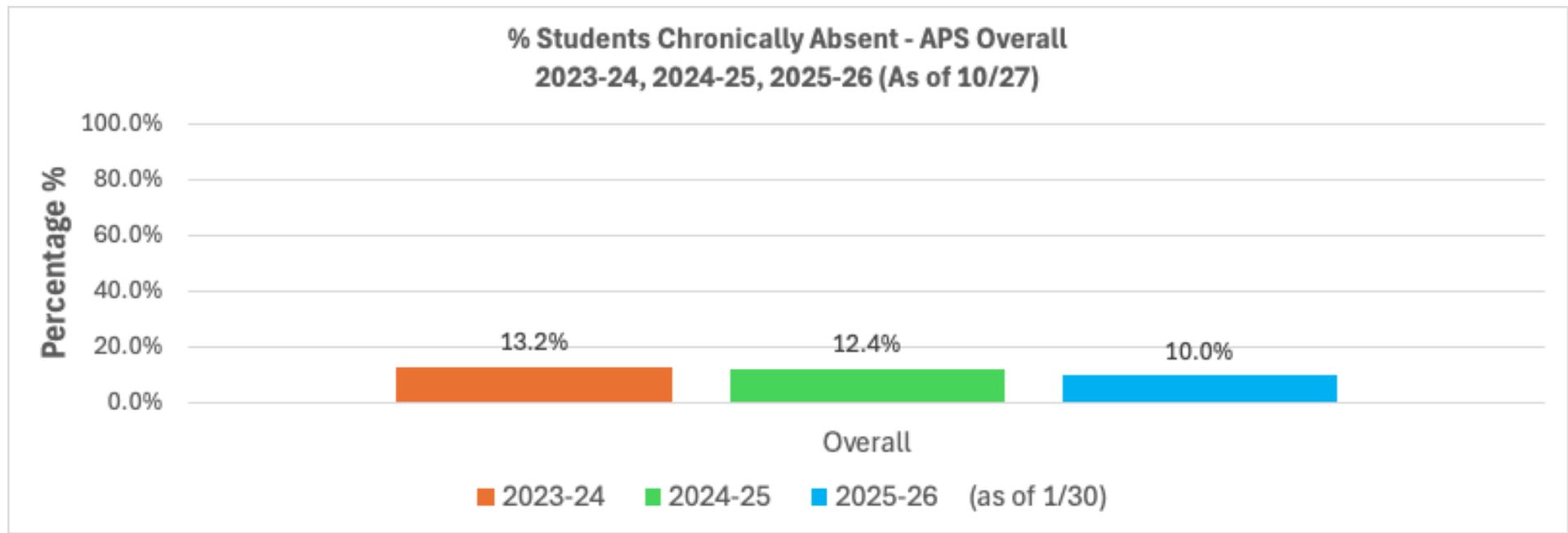
Student Well-Being

Overall Chronic Absenteeism data continues to trend down.

% Students Chronically Absent - APS Overall
2023-24, 2024-25, 2025-26 (As of 10/27)

- 13.2% — 2023-24
- 12.4% — 2024-25
- 10.0% — 2025-26 (as of 1/30)

Overall

Note:
All data from 2023-24 and 2024-25 is year-end.
All data from 2025-26 is as of 1/30/26.

Chronic Absenteeism: Demographic Data

% Students Chronically Absent – By Race/Ethnicity

% Students Chronically Absent - By Race/Ethnicity - APS Overall 2024-25
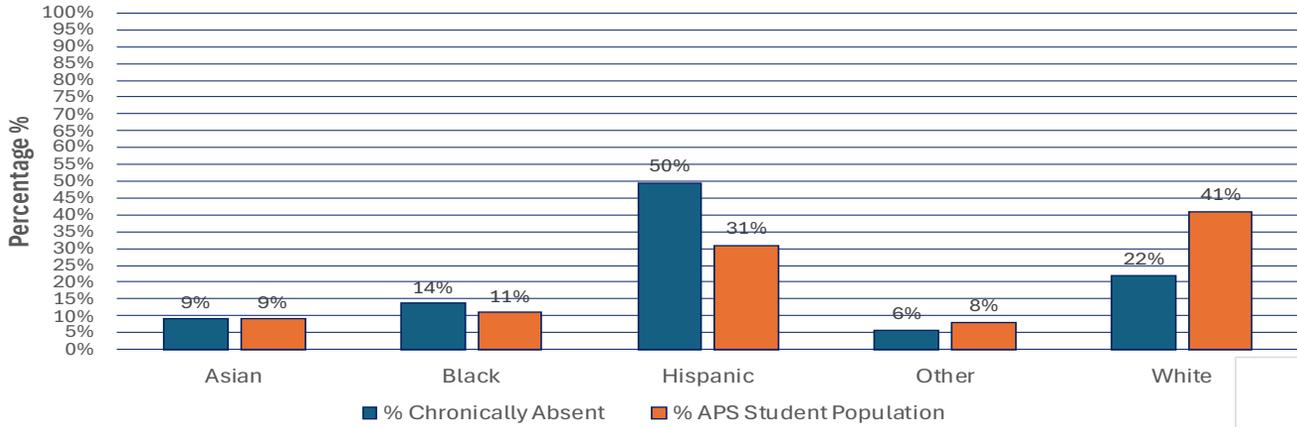
Race/Ethnicity	% Chronically Absent	% APS Student Population
Asian	9%	9%
Black	14%	11%
Hispanic	50%	31%
Other	6%	8%
White	22%	41%

All data from 2024-25 is year-end.

All data from 2025-26 is as of 1/30/26.

% Students Chronically Absent - By Race/Ethnicity - APS Overall 2025-26 (As of 1/30)
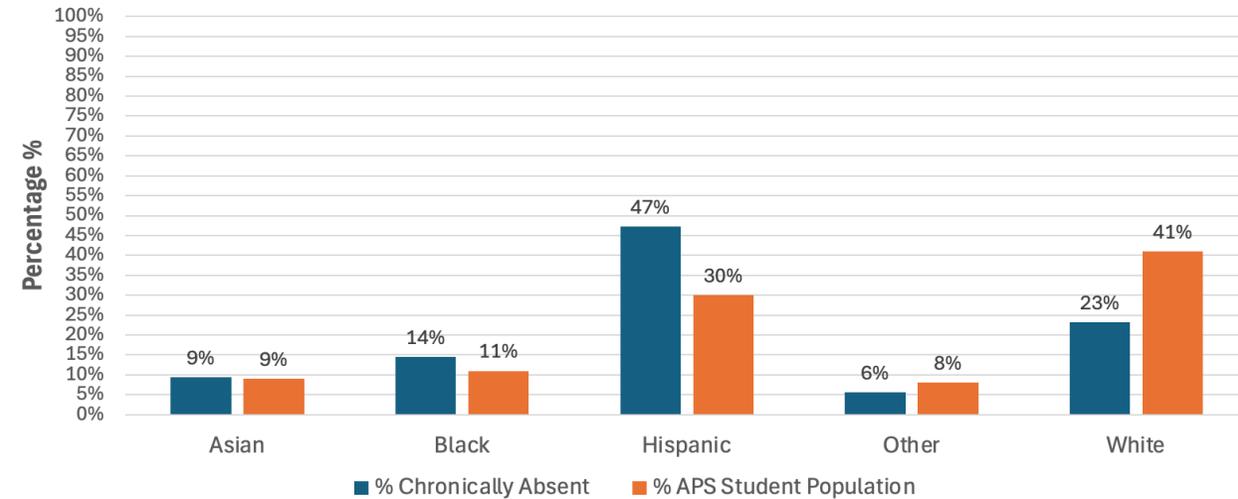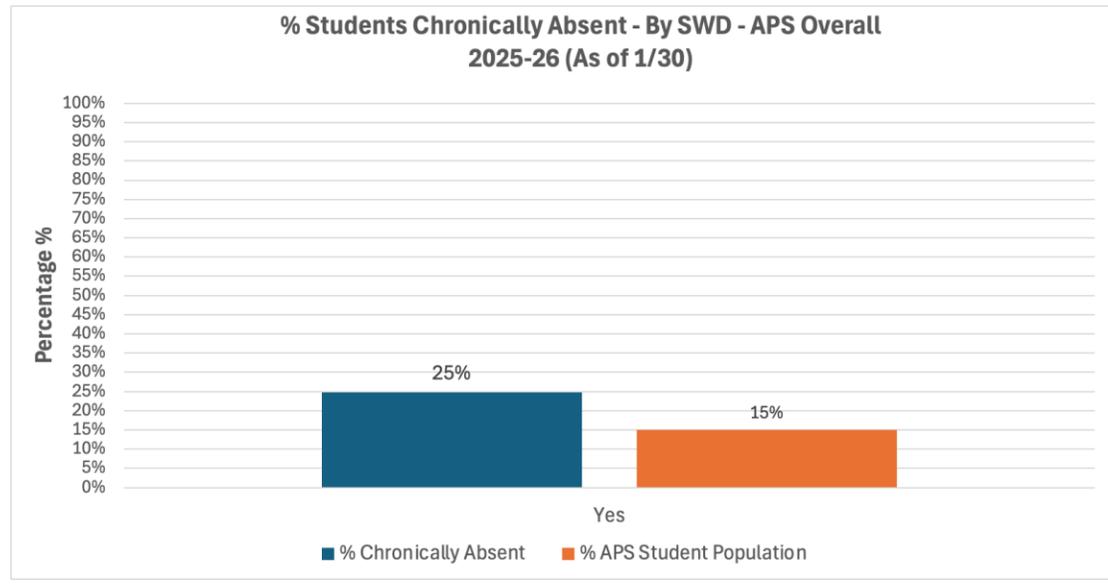
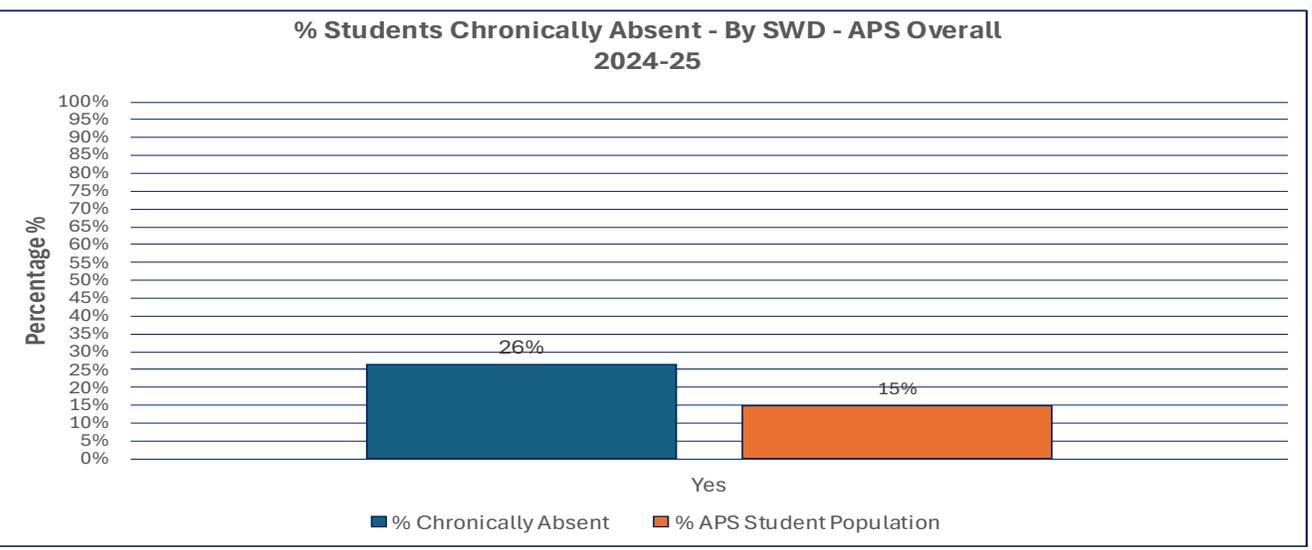| Race/Ethnicity	% Chronically Absent	% APS Student Population
Asian	9%	9%
Black	14%	11%
Hispanic	47%	30%
Other	6%	8%
White	23%	41%

Analysis
- Of the students who are chronically absent, 50% were Hispanic in 2024-25 and 47% in 2025-26 (as of 1/30/26)

% Students Chronically Absent – By SWD

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

26% 15%

Yes

■ % Chronically Absent   ■ % APS Student Population

% Students Chronically Absent - By SWD - APS Overall 2025-26 (As of 1/30)

25% 15%

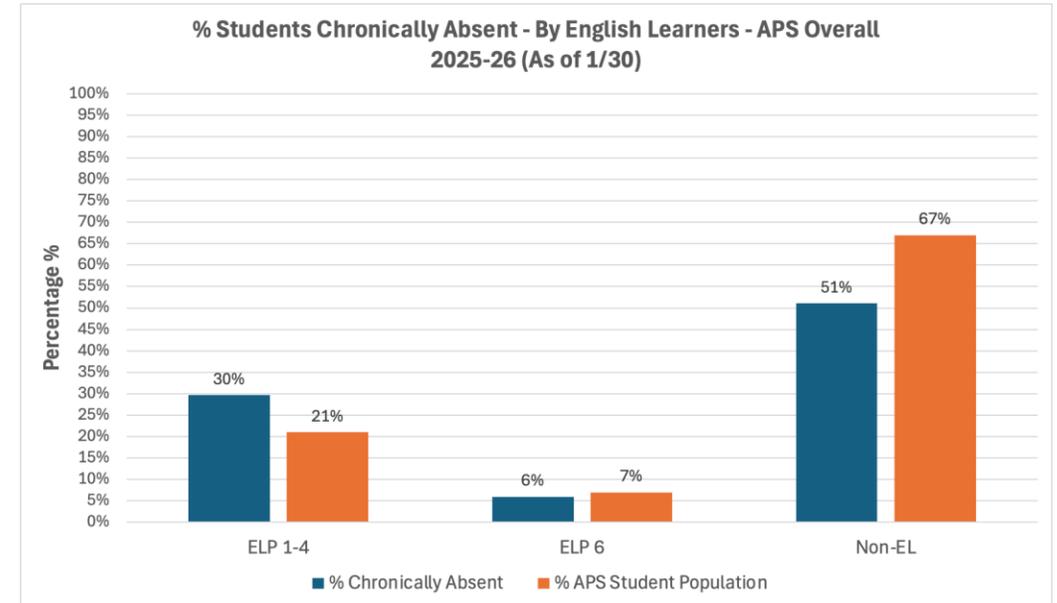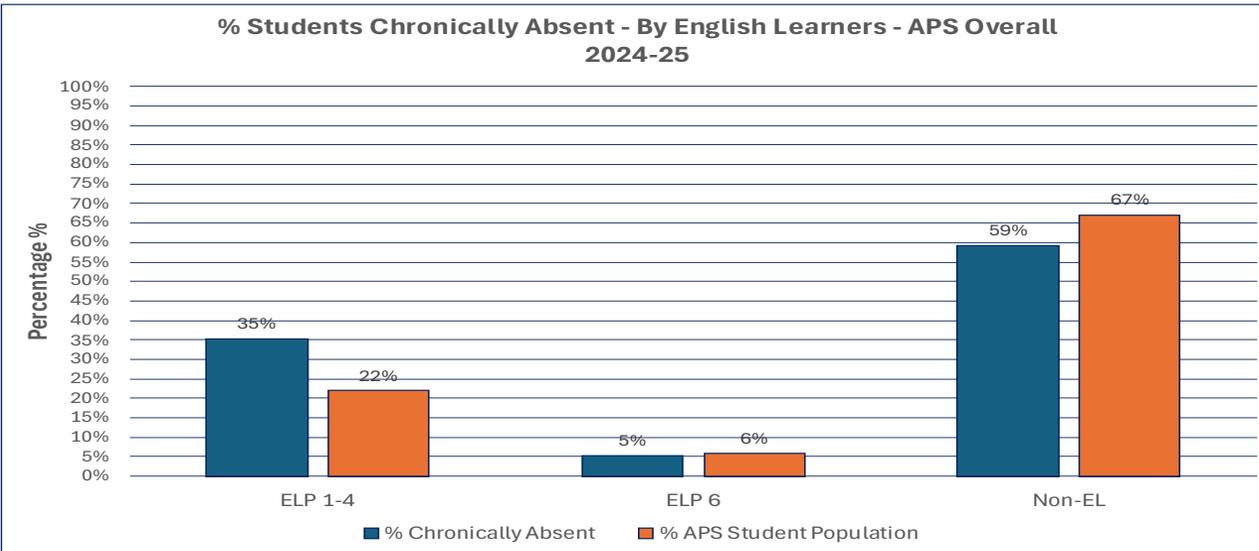Yes

■ % Chronically Absent   ■ % APS Student Population

All data from 2024-25 is year-end.

All data from 2025-26 is as of 1/30/26.

Analysis
• Of the students who are chronically absent, 26% were SWD in 2024-25 and 25% in 2025-26 (as of 1/30/26).

% Students Chronically Absent – English Learners

% Students Chronically Absent - By English Learners - APS Overall 2024-25

ELP 1-4	ELP 6	Non-EL
35% / 22%	5% / 6%	59% / 67%

■ % Chronically Absent ■ % APS Student Population

% Students Chronically Absent - By English Learners - APS Overall 2025-26 (As of 1/30)

ELP 1-4	ELP 6	Non-EL
30% / 21%	6% / 7%	51% / 67%

■ % Chronically Absent ■ % APS Student Population

All data from 2024-25 is year-end.

All data from 2025-26 is as of 1/30/26.

Analysis
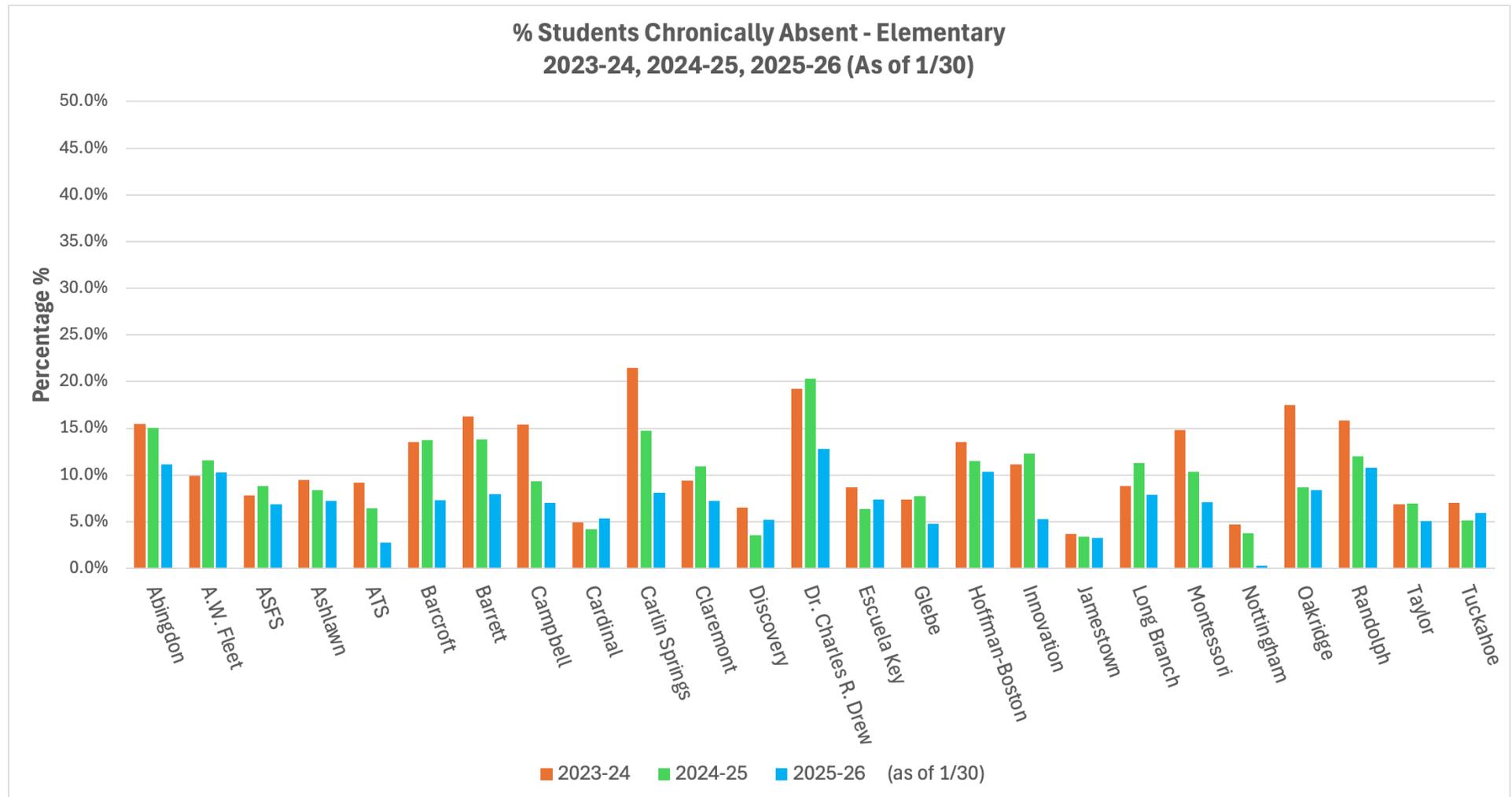- Of the students who are chronically absent, 35% were EL 1-4 in 2024-25 and 30% in 2025-26 (as of 1/30/26)

Student Well-Being

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

All data from 2025-26 is as of 1/30/26.

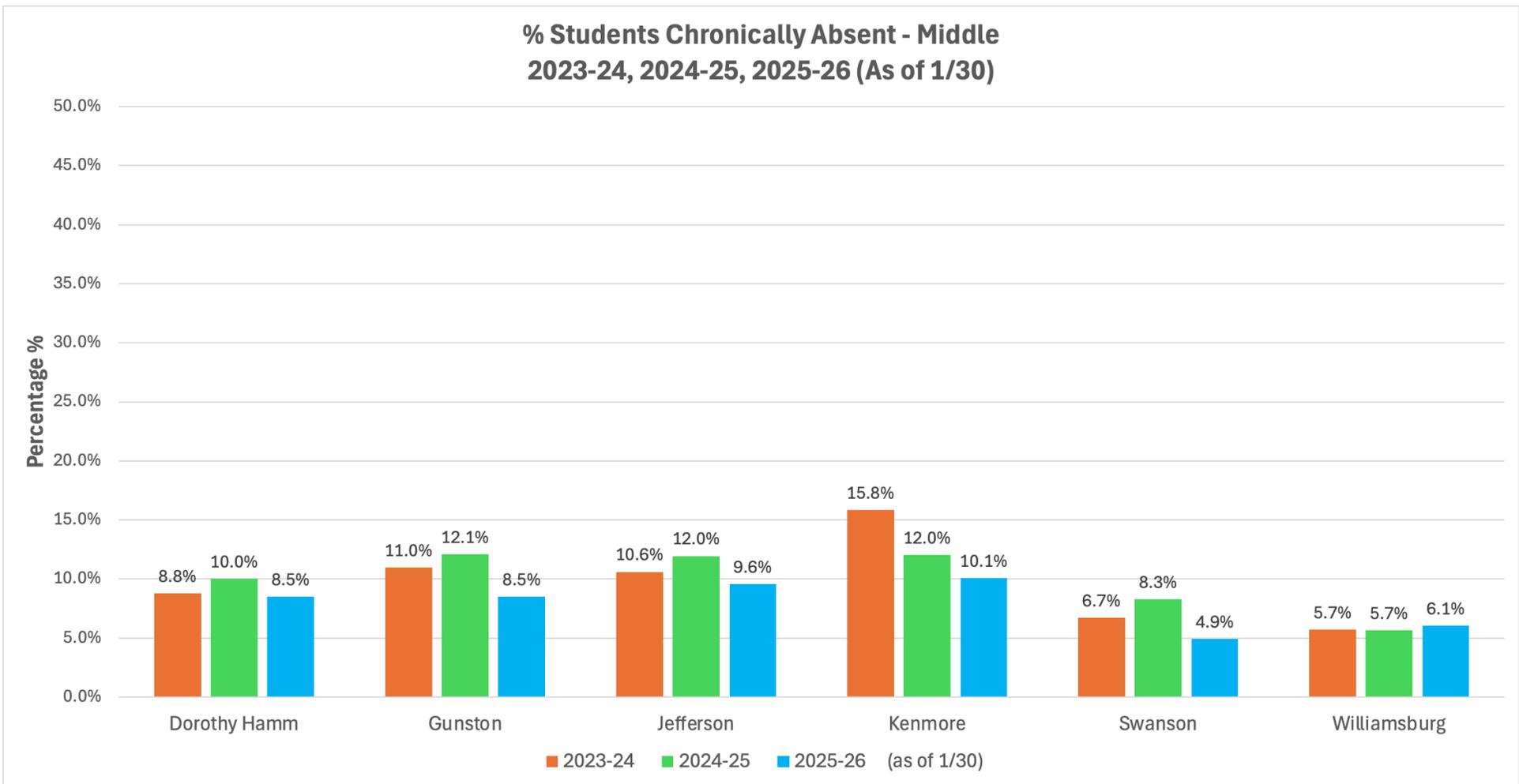## % Students Chronically Absent – Elementary – 3 yr Trend

% Students Chronically Absent - Elementary
2023-24, 2024-25, 2025-26 (As of 1/30)

Legend: ■ 2023-24 ■ 2024-25 ■ 2025-26 (as of 1/30)

Student Well-Being

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

All data from 2025-26 is as of 1/30/26.

% Students Chronically Absent – Middle – 3 yr Trend

% Students Chronically Absent - Middle
2023-24, 2024-25, 2025-26 (As of 1/30)

School	2023-24	2024-25	2025-26 (as of 1/30)
Dorothy Hamm	8.8%	10.0%	8.5%
Gunston	11.0%	12.1%	8.5%
Jefferson	10.6%	12.0%	9.6%
Kenmore	15.8%	12.0%	10.1%
Swanson	6.7%	8.3%	4.9%
Williamsburg	5.7%	5.7%	6.1%

% Students Chronically Absent – High – 3 yr Trend

Student Well-Being

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

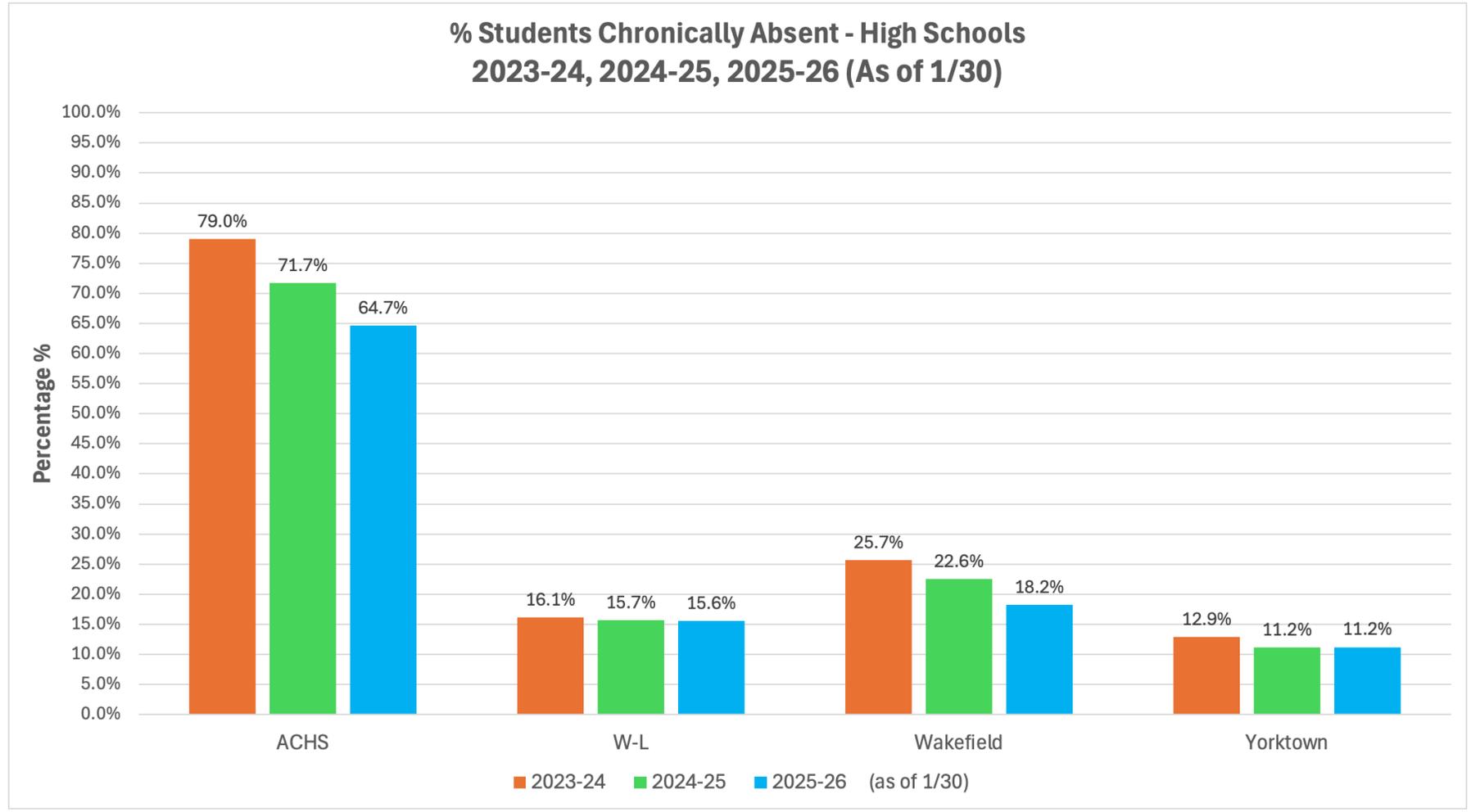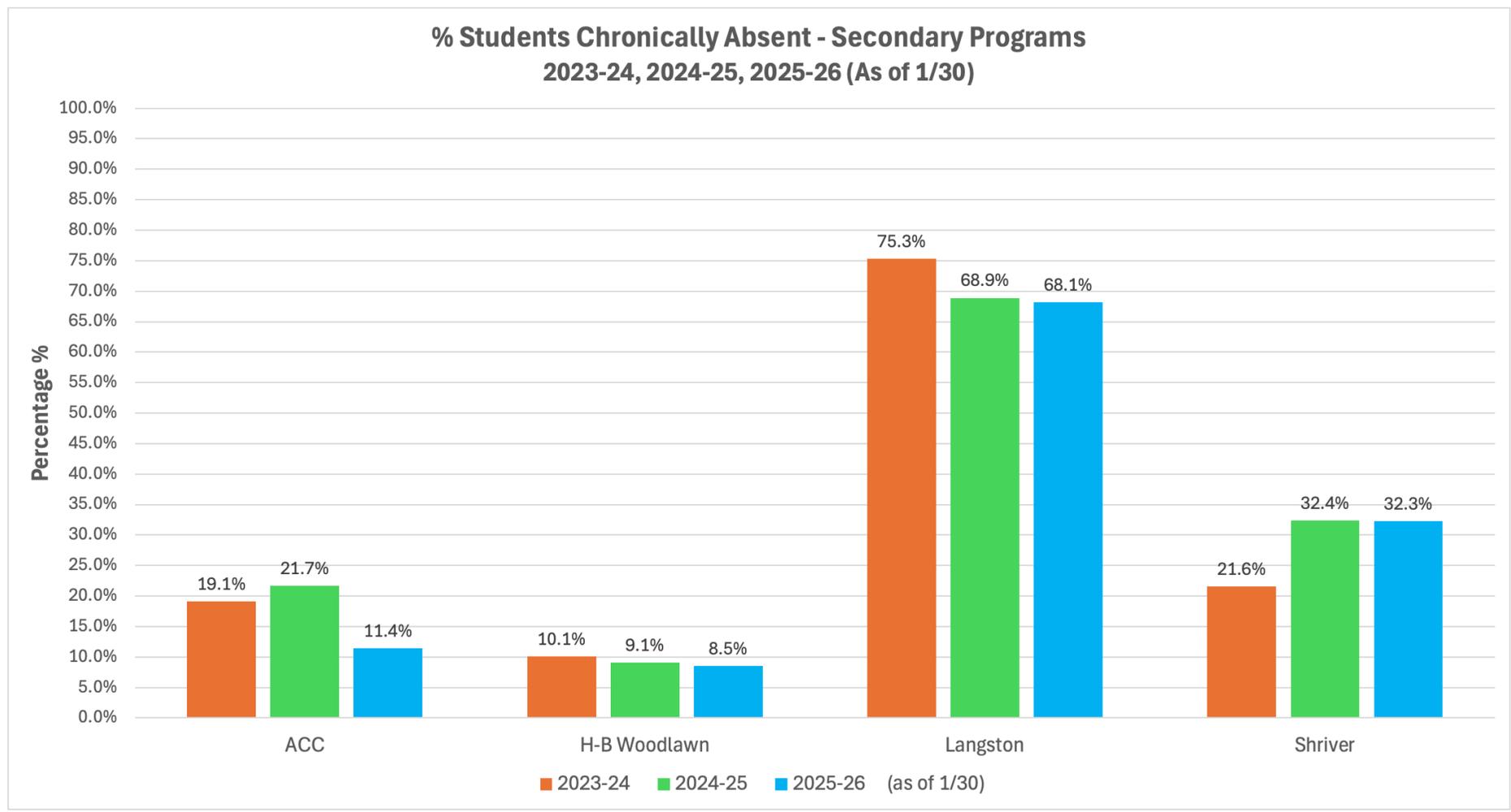All data from 2025-26 is as of 1/30/26.

% Students Chronically Absent - High Schools
2023-24, 2024-25, 2025-26 (As of 1/30)

School	2023-24	2024-25	2025-26 (as of 1/30)
ACHS	79.0%	71.7%	64.7%
W-L	16.1%	15.7%	15.6%
Wakefield	25.7%	22.6%	18.2%
Yorktown	12.9%	11.2%	11.2%

% 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 1/30/26.

% Students Chronically Absent - Secondary Programs
2023-24, 2024-25, 2025-26 (As of 1/30)

School	2023-24	2024-25	2025-26 (as of 1/30)
ACC	19.1%	21.7%	11.4%
H-B Woodlawn	10.1%	9.1%	8.5%
Langston	75.3%	68.9%	68.1%
Shriver	21.6%	32.4%	32.3%

K-12 Total Suspensions

	Q1 + Q2 Comparison	
	SY 24-25	**SY 25-26**
Total Distinct Suspensions (including repeat students)	714	547
In-School Suspension (ISS)	314	241
Out-of-School Suspension (OSS)	395	298

Compared to this time last year, <u>total suspensions</u> are down **23%**.

- The use of ISS is down 23%.
- The use of OSS is down 25%.

Discipline Data: Q 1 & Q2 Comparison

By Sub-Group

Sub-Group	Enrollment	SY 24-25 Total Suspensions	Q1 + Q2 Comparison	
			SY 24-25	SY 25-26
Black	10.8%	25.8%	25.6%	**35%**
Hispanic	30.4%	42.7%	44.7%	**33.3%**
EL 1-6	27.7%	37.2%	36.4%	**34.3%**
SWD	15.4%	46.5%	47%	**43.3%**
Elementary	46.6%	11.6%	9.5%	**17.4%**
Secondary	53.4%	88.4%	90.5%	**82.6%**

Data Source: Insight (As of 1/29/2026)

Supporting schools with behavior and discipline practices through school visits, restorative interventions and prevention activities with students, and consultations with school leaders.

Total # of School Visits Q2	
Elementary	44
Secondary	83

Student Rights & Responsibilities Prevention Programs with Students Q2		
	Total Schools	Total # of Presentations
Elementary	11	39
Secondary	2	26

Total # of Consultations Q2	
Elementary	147
Secondary	102

School site visits to support school administrators with:
- Re-entry meetings
- Progress monitoring of students previously suspended or on behavior contracts
- Alternatives to suspension

Facilitated presentations include:
- Grade-level assemblies/town halls
- Community Circles
- 3rd-5th grade Classroom lessons
- Secondary RESET presentations

Note: Various secondary buildings facilitated their own version of Student R&R Presentations.

Consultations with school administrators to support with:
- Discipline Framework and decision-making
- Alternatives to suspension
- Proper incident documentation
- Bullying & harassment consultations

Student Well-Being

Second Quarter Meetings

- **Diverse Perspectives -** Sustained representation from all comprehensive high schools, ACC, H-B Woodlawn, Shriver and Langston.
- **Engagement in Subcommittee Work -** Each group worked collaboratively to develop their ideas and create action steps to meet their SMART goal. Subcommittees include:
  - Student Experience and Well-Being
  - Academic and Instructional Affairs
  - Facilities, Resources, and Budget
- **Guest Speakers –** Superintendent Dr. Francisco Durán provided guidance and inspiration; School Board Chair Bethany Zecher Sutton discussed the school's board work and listened to student concerns; Equity Fellows guided committees through focusing their ideas.

Student Well-Being

What gaps exist in the data across student subgroups?

- Chronic absenteeism rates are trending downward overall across all subgroups, but disproportionality rates remain at similar levels for Black, Hispanic, EL, and SWD subgroups as compared to SY 24-25.

- 50% of all suspensions are students with repeat suspensions.

- Elementary students accounted for 9.5% of suspensions in SY 24–25, increasing to 17.4% in SY 25–26.

- Quarter 2 of SY 25–26 continues to show overrepresentation of Black students and students with disabilities in discipline outcomes, consistent with patterns observed in SY 24–25.

- Students with disabilities represent about 15.4% of enrollment but continue to account for over *40%* of suspensions in Q2 of SY 25–26 (approximately *43%*).

Student Well-Being

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

- Student Services will be teaching the second bullying prevention lesson this week, and seeking feedback from counselors regarding implementation.
- 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 partnership with Edu-Futuro, and ongoing collaboration with the Office of Accountability to provide direct assistance to school-based teams.
- Increased school visits and professional development related to building a positive, responsive learning environment.
- The Office of Diversity, Equity and Inclusion worked with the Kenmore DEI Coordinator to present lessons on Hate Speech and Prosocial Behaviors to all 6th graders, after presenting to all students last year.

Diversity, Equity, Inclusion & Student Support (DEI&SS)
- Compared to SY24-25 Q1 and Q2, K-12 suspensions for substance use violations are down 52%.

School Safety & Emergency Management (SS&EM)
- Using results of Pilot to refine new online tool for Bullying & Harassment reporting and conducting investigations.
- Weekly meetings with Threat Assessment Team and Jared Hagenow.

Office of Special Education (OSE)
- Monthly consultation and collaboration meetings with Student Support Coordinators, Behavior Team, and OSE leadership regarding discipline data/practices, specific cases, and supporting the continuum of services.

Student Well-Being

What accomplishments were completed (compared to prior quarter)?

- Strengthened dean and other administrator support systems by re-enforcing differentiation and tiered discipline practices.

- Student Advisory Board has expanded participation, bringing greater representation across APS.

- Secondary suspension rates decreased compared to the previous quarter, reflecting stronger use of restorative interventions, coaching, and school-based support plans.

Student Well-Being

What are the follow up actions for next quarter?

- Follow up with schools regarding bullying incidents that are investigated, determined to be founded, need additional support with tiered interventions.
- Work with Office of Special Education to conduct meetings with targeted schools. Meetings will review data, trends, and needed action steps.
- Finalize beta testing of an electronic system to track allegations, investigations, and findings by subgroup; incorporate feedback from school-based administrators with a goal of implementing the tool for all in Fall SY27.
- Continue to monitor chronic absenteeism data that is updated weekly.
- APS will utilize learning from the ARISE partnership with GMU during the Q2 attendance summit to reinforce evidence based approaches to attendance intervention .
- Continue to engage Deans in professional development to advance coaching cycles on culturally responsive leadership practices, to include observations and capacity building.