# ARLINGTON PUBLIC SCHOOLS

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

### Arlington School Committee
### Curriculum Instruction Accountability and Assessment
### Monday, June 2, 2025
### 3:30 PM

### In person:
*Arlington Public Schools District Office*
*14 Mill Brook Drive*
*2nd Floor, School Committee Room*
*Arlington, MA 02476*

### Via Zoom:
*https://us02web.zoom.us/j/89762700457*


*Open Meeting (L. Exton)*


*OMS Civics Project - Student Presentation*


*Heterogeneous Grouping Initiative Update*
- *AHS Grade 9 Heterogeneous Subcommittee Mtg 250512*

*Student Services Review Update*
- *APS Student Services Review Update_Preview*

*District Goals 2025-2026 DRAFT*
- *District Goals Status Update 2024-25 - 2025-26 Goals Draft*

*Minutes from May 12, 2025 meeting for approval*
- *CIAA Draft Minutes May 12, 2025*


*Future Agenda Items*


*Schedule Future Meetings*


*Adjournment (L. Exton)*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts, listed in parenthesis, are the estimated amount of time*

*for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by L. Exton*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.

# Town of Arlington, Massachusetts

**Meeting Location - Hybrid**

**Summary:**
**In person:**
Arlington Public Schools District Office
14 Mill Brook Drive
2nd Floor, School Committee Room
Arlington, MA 02476

**Via Zoom:**
https://us02web.zoom.us/j/89762700457

# Town of Arlington, Massachusetts

**Open Meeting (L. Exton)**

## Town of Arlington, Massachusetts

**OMS Civics Project - Student Presentation**

# Town of Arlington, Massachusetts

**Heterogeneous Grouping Initiative Update**

**Summary:**
- AHS Grade 9 Heterogeneous Subcommittee Mtg 250512

**ATTACHMENTS:**

| Type | File Name | Description |
|---|---|---|
| Presentation | AHS_Grade_9_Heterogeneous_School_Cte._Mtg_250512_(2).pdf | AHS Grade 9 Heterogeneous School Cte. Mtg 250512 (2) |

# Heterogeneous Grade 9 English

School Committee Meeting - June 2, 2025

# Historical Timeline, 2020-2025

**2020-21** Heterogeneous Grouping during remote instruction. Interest from teachers and some community members to explore expansion options.
**2021-22 Study Group recommends 2-year pilot**
**2022**
- March 22, - Community Forum
- March 28 - Community Forum
- April 5 -  Community Forum
- March 29 - Curriculum, Instruction, Assessment, and Accountability Subcommittee
- April 14 - School Committee
- October 27 - School Committee
- December 21 - Curriculum, Instruction, Assessment, and Accountability Subcommittee

**2023**
- March 30 - Curriculum, Instruction, Assessment, and Accountability Subcommittee
- May 22 - Curriculum, Instruction, Assessment, and Accountability Subcommittee
- June 15 - School Committee
- October 17 - School Committee
- December 14 - School Committee

**2024**
- April 25 - School Committee - Recommendation to continue heterogeneous English 9

**2025**
- May 12 - Curriculum, Instruction, Assessment, and Accountability Subcommittee
- June 2 - Curriculum, Instruction, Assessment, and Accountability Subcommittee
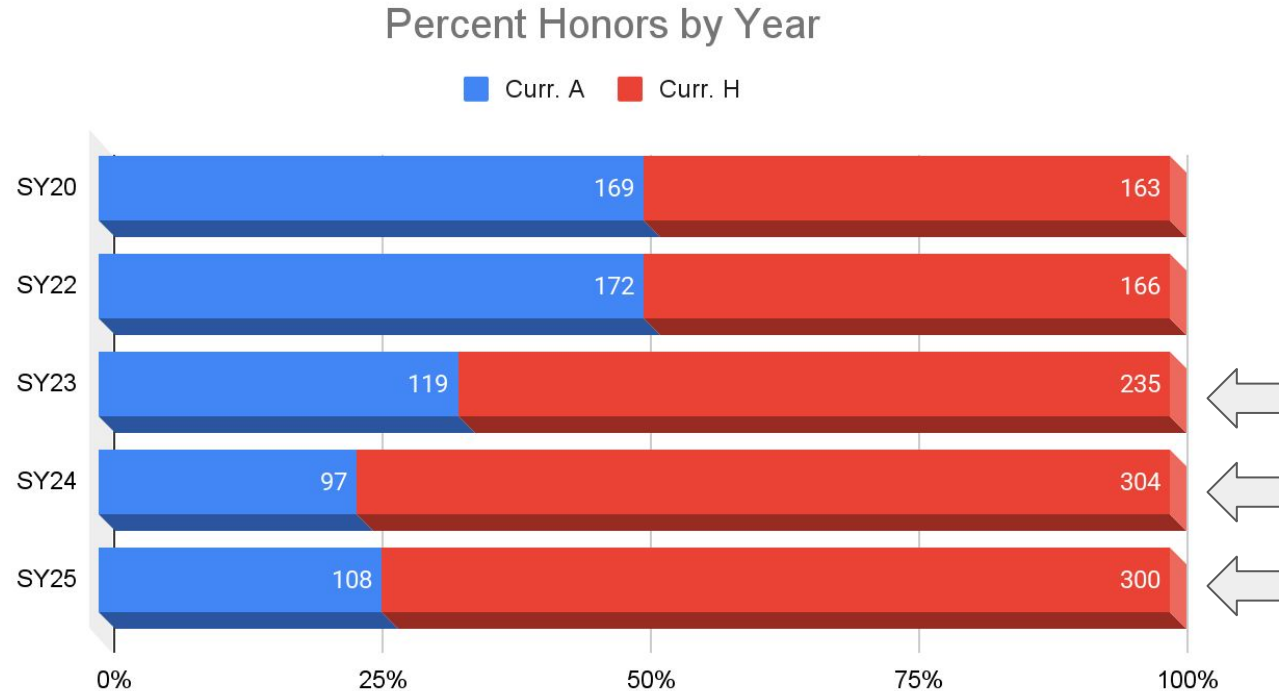
# Outcomes and Evaluation

We are looking for equal or better outcomes by level and demographic group for each of the following:

- Honors level participation
- Student grades
- Rigorous Expectations: Pre and post survey (Panorama) of classroom expectations, teacher student relationships, and classroom belonging
- Future enrollment in honors
- Achievement and MCAS scores (long-term impact)
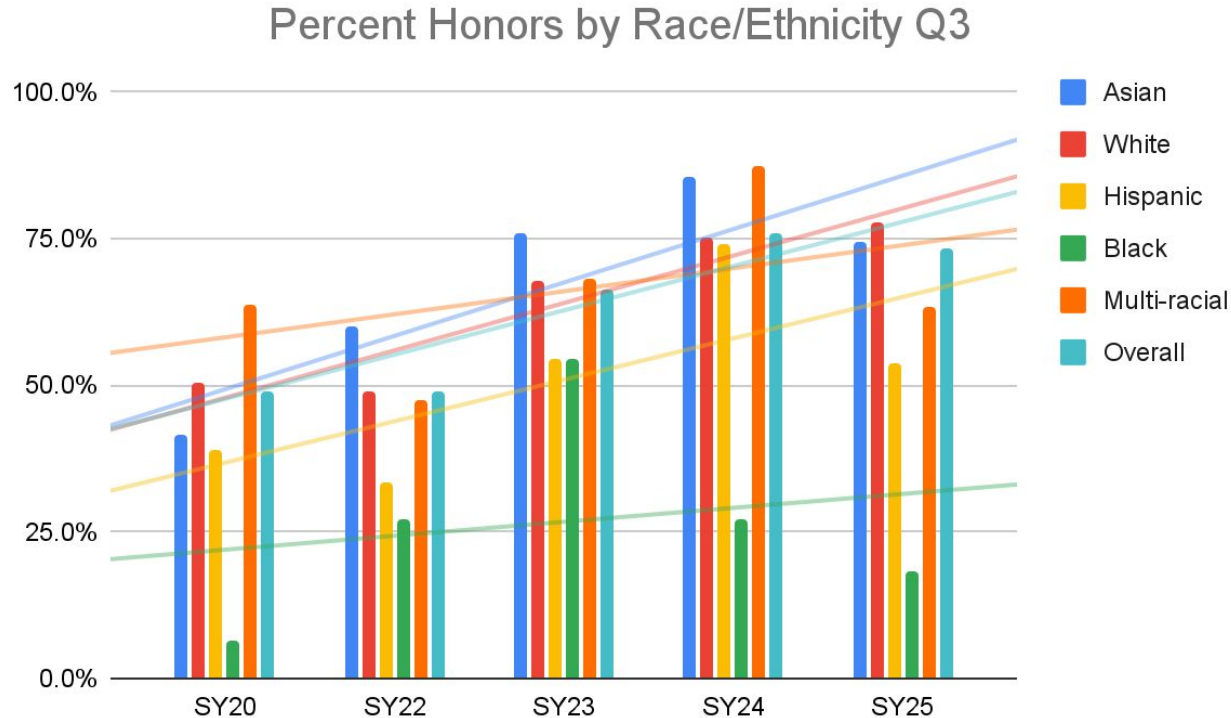
# Freshman ELA Percent H at Q3 by Year



Percent Honors by Year

Curr. A  Curr. H

| Year | Curr. A | Curr. H |
|------|---------|---------|
| SY20 | 169 | 163 |
| SY22 | 172 | 166 |
| SY23 | 119 | 235 |
| SY24 | 97 | 304 |
| SY25 | 108 | 300 |

# Freshman ELA Percent H at Q3 by Year

| | SY20 | SY22 | SY23 | SY24 | SY25 |
|---|---|---|---|---|---|
| **Curr. A** | 169 | 172 | 119 | 97 | 108 |
| **Curr. H** | 163 | 166 | 235 | 304 | 300 |
| **Percent H** | **49.1%** | **49.1%** | **66.4%** | **75.8%** | **73.5%** |

Foundations of English Enrollment

# Freshman ELA Percent H at Q3 by R/E and Year



Percent Honors by Race/Ethnicity Q3

# Freshman ELA Percent H at Q3 by R/E and Year

| | SY20 | SY22 | SY23 | SY24 | SY25 |
|---|---|---|---|---|---|
| **Asian** | 41.7% | 60.0% | 75.9% | 85.7% | 74.4% |
| **White** | 50.6% | 48.9% | 67.7% | 75.1% | 77.9% |
| **Hispanic** | 38.9% | 33.3% | 54.5% | 74.2% | 53.8% |
| **Black** | 6.3% | 27.3% | 54.5% | 27.3% | 18.2% |
| **Multi-racial** | 63.6% | 47.6% | 68.2% | 87.5% | 63.3% |
| **Overall** | 49.1% | 49.1% | 66.4% | 75.8% | 73.5% |

# Freshman ELA Percent H at Q3 by Gender and Year



Percent Honors by Gender
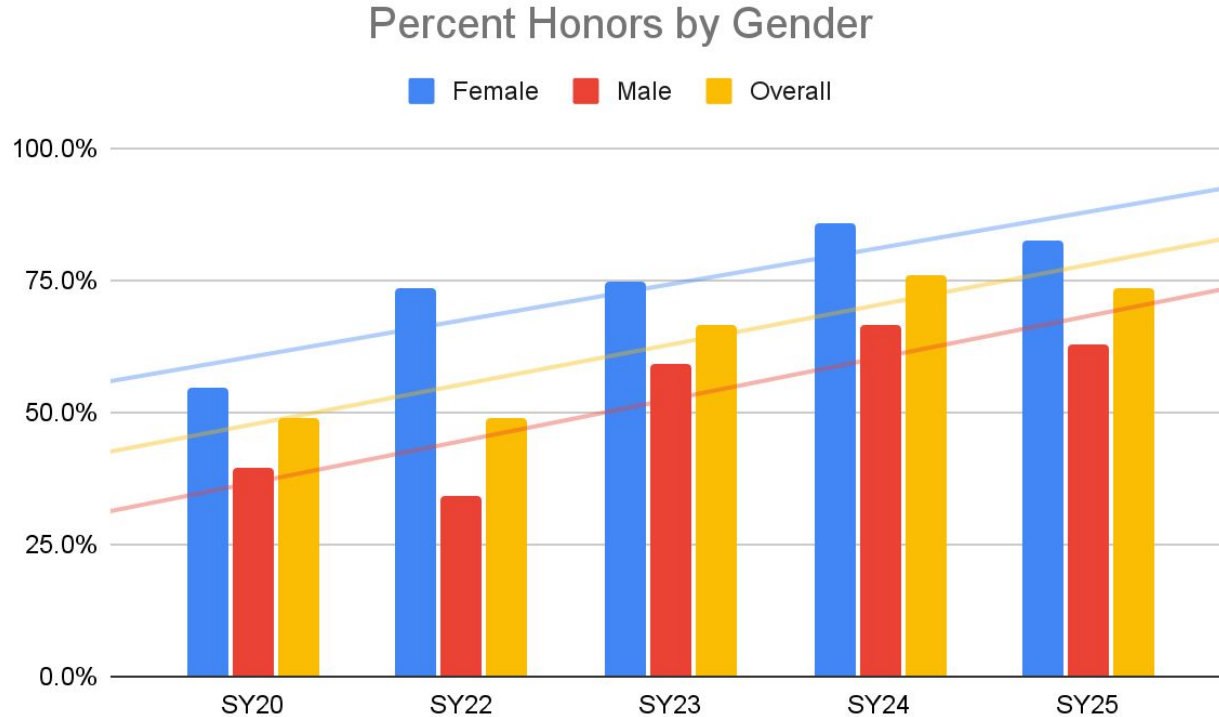
# Freshman ELA Percent H at Q3 by IEP and Year



Percent Honors by Special Ed Status

# Freshman ELA Grade Q3 by Level by Year



Average Quarter 3 Grade by School Year
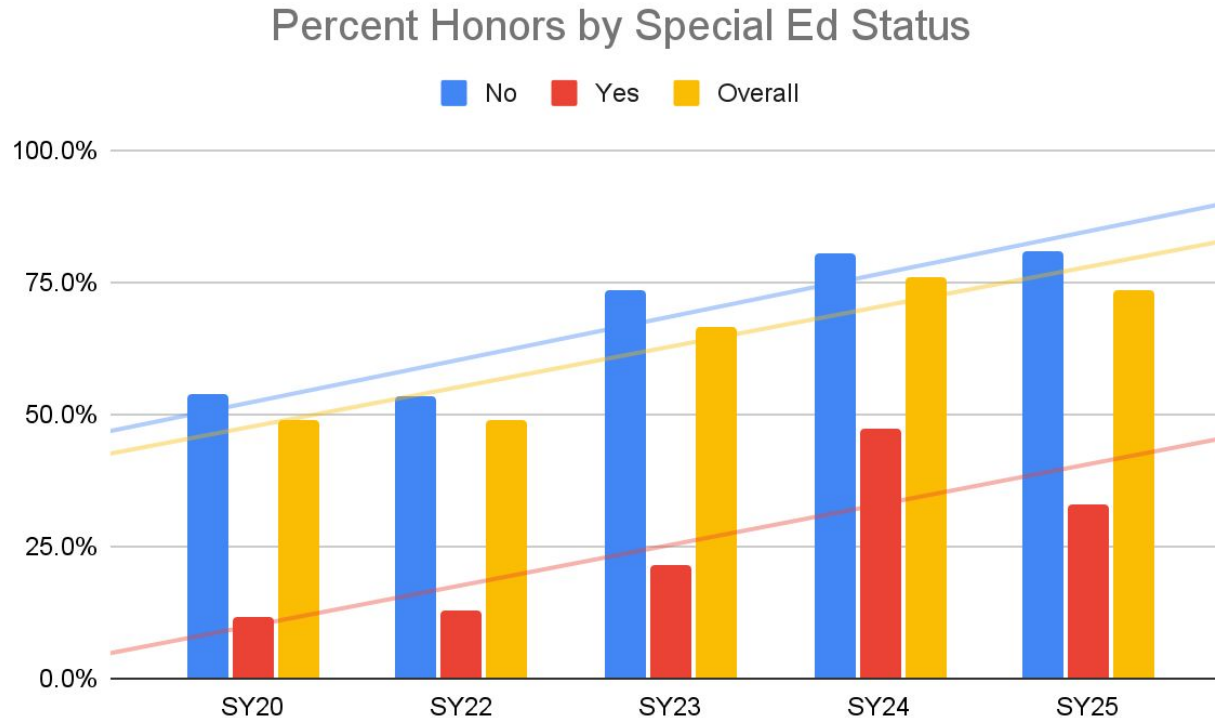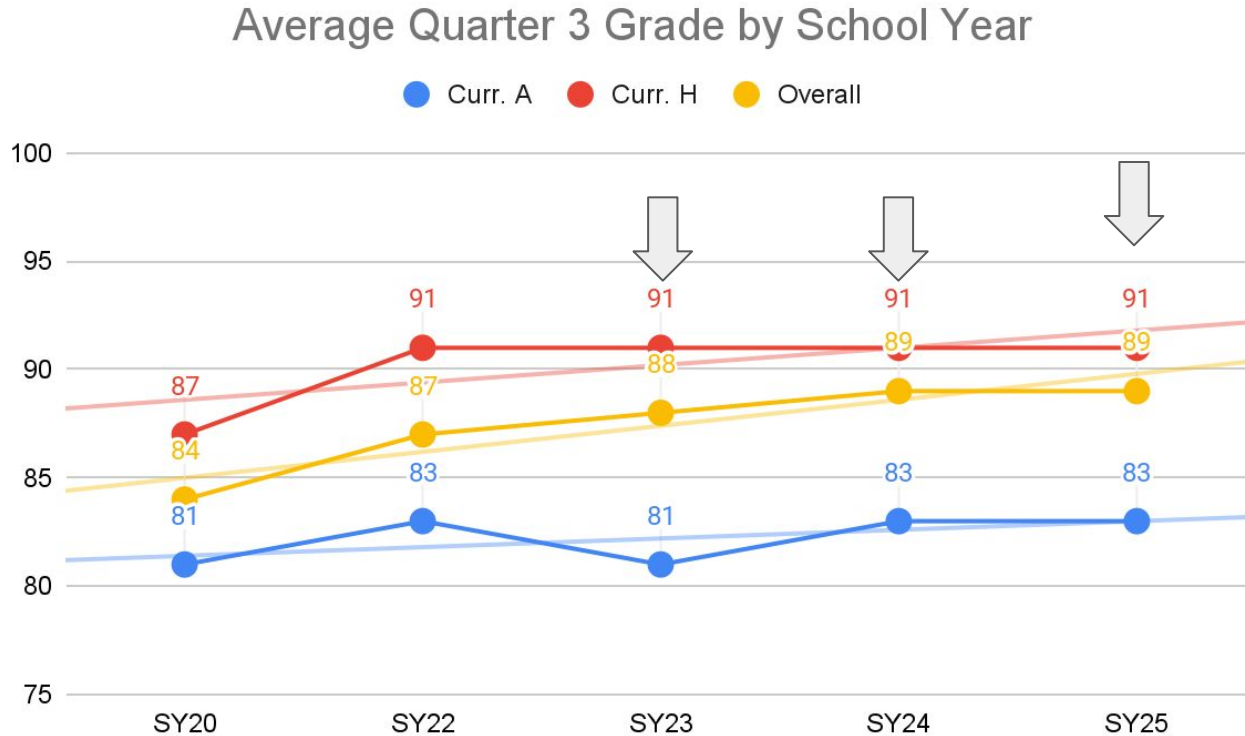
# Freshman ELA Grade Q3 by Level by Year

|  | SY20 | SY22 | SY23 | SY24 | SY25 |
|---|---|---|---|---|---|
| **Curr. A** | 81 | 83 | 81 | 83 | 83 |
| **Curr. H** | 87 | 91 | 91 | 91 | 91 |
| **Overall** | 84 | 87 | 88 | 89 | 89 |

Foundations of English Grades

# Freshman ELA Grade Q3 by R/E by Year



Q3 Grades by Race/Ethnicity

Legend:
- Asian
- White
- Hispanic
- Black
- Multi-racial
- Overall
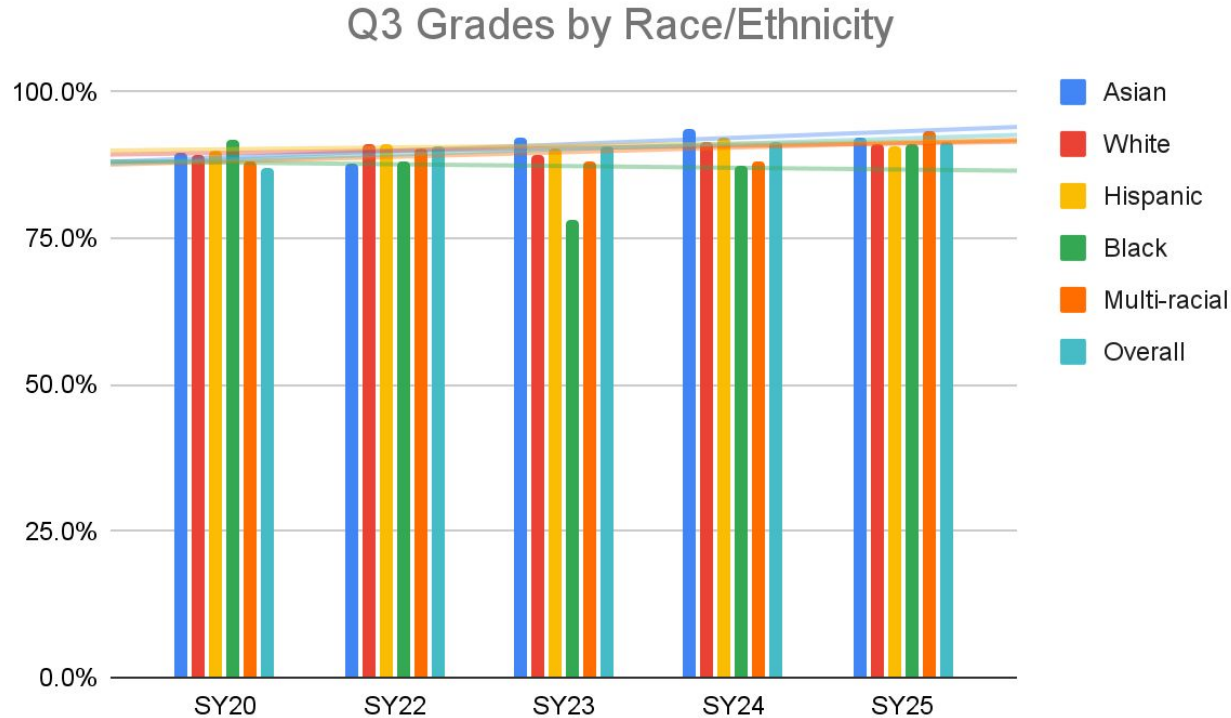
# Freshman ELA Grade Q3 by Gender by Year
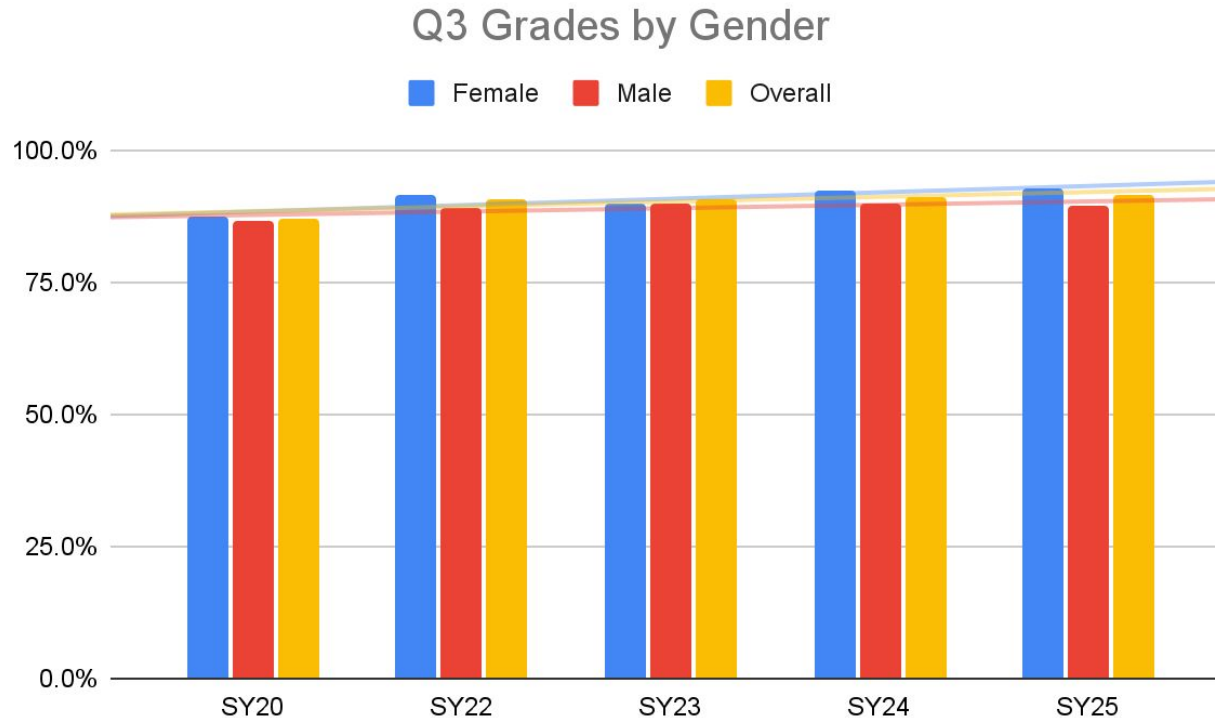
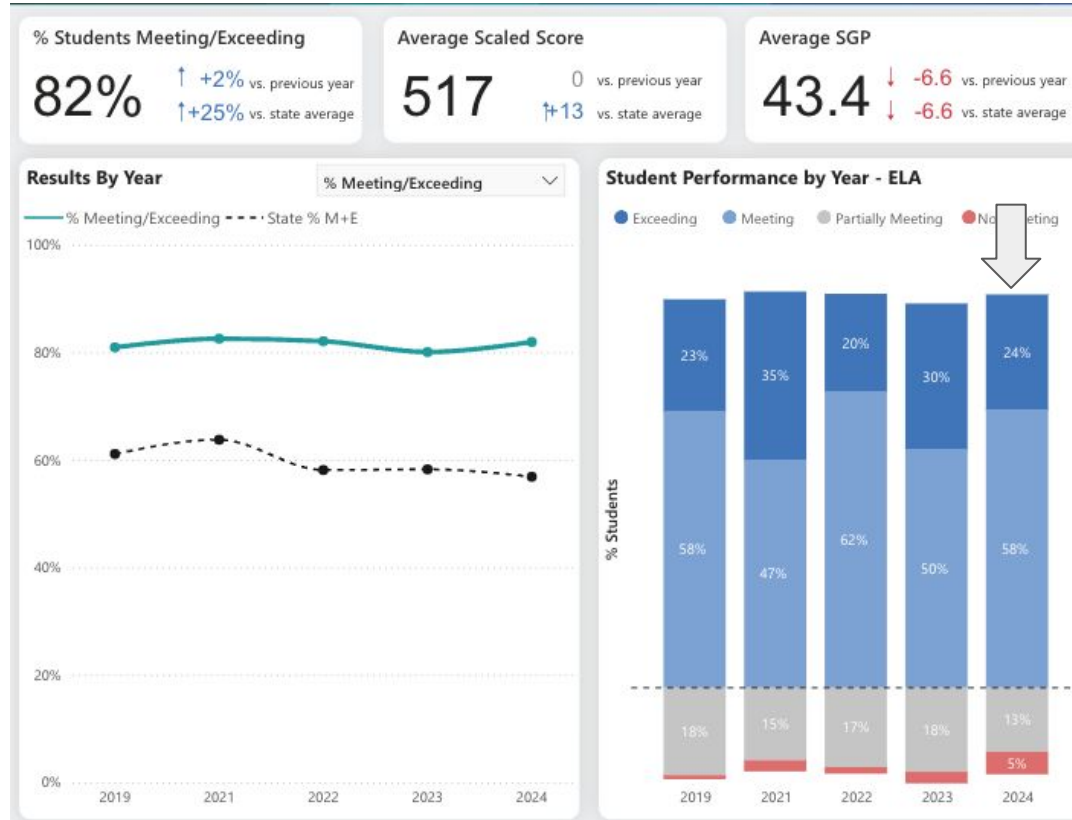# Freshman ELA Grade Q3 by IEP by Year
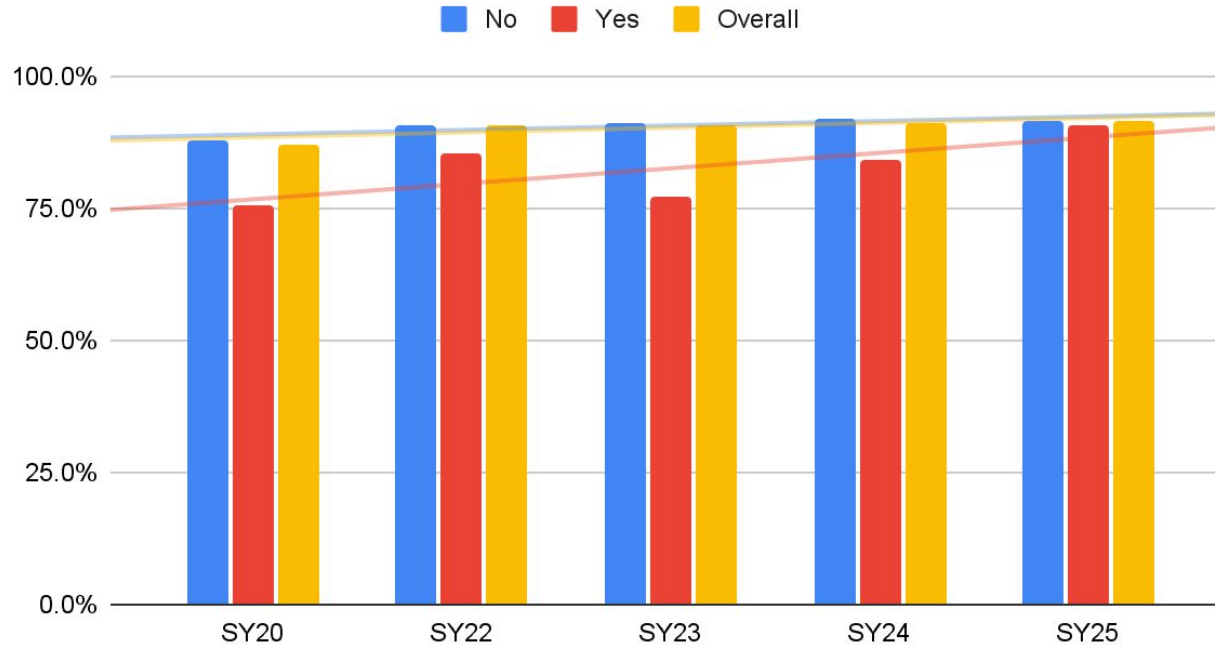
# MCAS Levels SY2019 - SY2024

# MCAS 2024: How does that work?



**Performance over Time - ELA**
IEP ○ No ● Yes
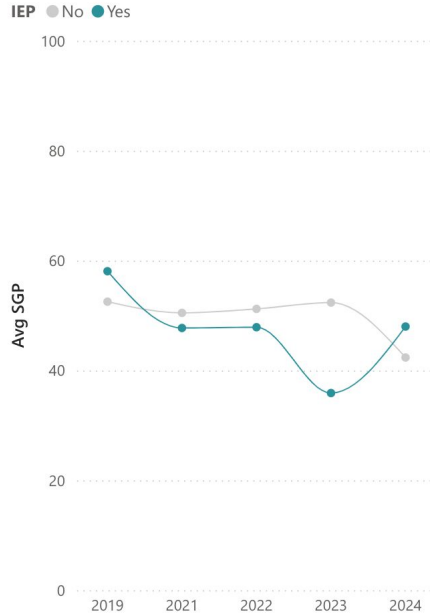


**Performance over Time - ELA**
IEP ○ No ● Yes
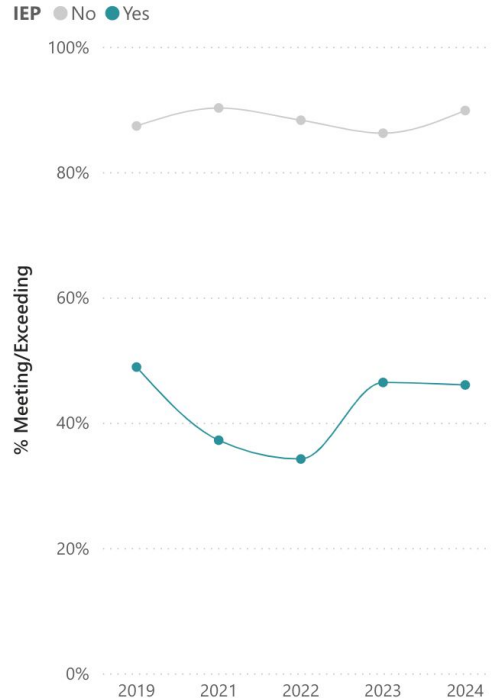
Questions arose in 2024 MCAS results when growth trends seemed to contradict achievement trends in year-over-year gap analysis.
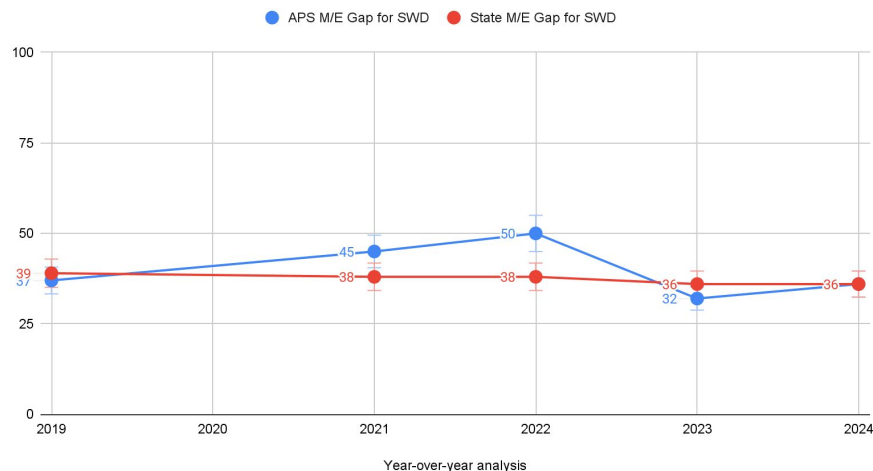
- There is an evident improvement in growth for students with IEPs, and a "drop" in growth for students without IEPs.
- Achievement, however, improved for students without IEPs, and looked stable year-over-year for students with IEPs.

What can explain this? Cohorts and state trends.

# MCAS Gaps 2019-2024, Year-over-Year for Students w/IEPs

## Gap Trend: APS and State for 10th Grade SWD, 2019-2024



● APS M/E Gap for SWD  ● State M/E Gap for SWD

Year-over-year analysis

## APS v. State M/E Gap for Class of 2026



● APS M/E Gap for SWD  ● State M/E Gap for SWD

Grade of Class of 2026

This looks at year-over-year gaps in 10th grade ELA. In this case, you want to see a downward trend (indicates a decreasing gap). In 2021 and 2022, our gap was bigger than the state's gap for students with disabilities. In 2023, grade 10 was within error, and in 2024, the APS gap was the same as the state's achievement gap.
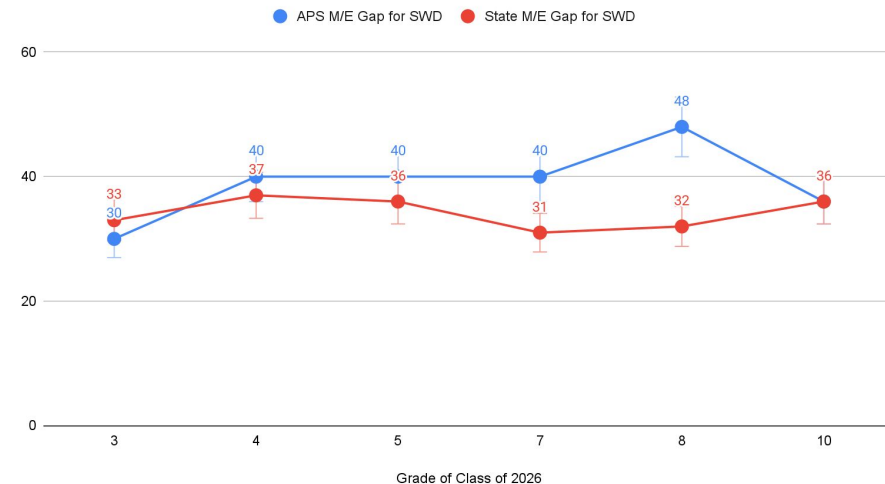
This is the same analysis, but by cohort. It therefore makes sense that the final data point is the same as the graph to the left. This shows that the achievement gap for students with IEPs was lower than the state gap in 3rd grade, widened relative to the state (the state had a narrower achievement gap) as they moved through grades 4-8, and was the same as the state gap for students w/IEPs in Grade 10.

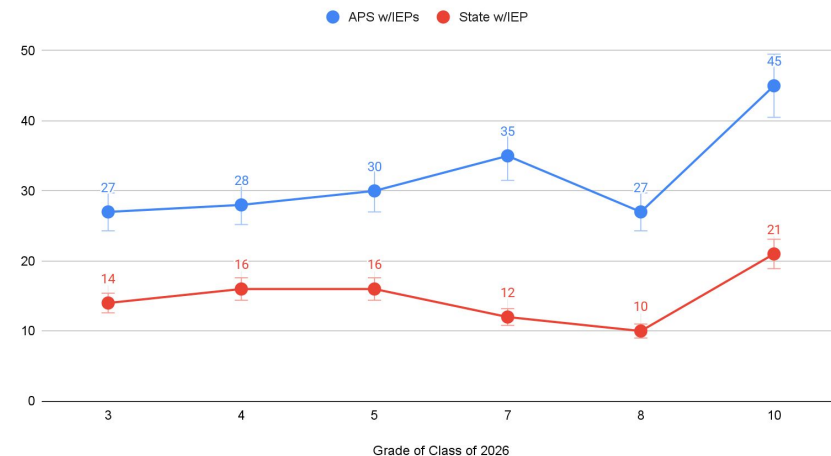# MCAS Outcomes 2019-2024, Cohort Analysis for Class of 2026, All & Ss w/IEPs

**Overall Outcomes v. State, Class of 2026**

- All APS
- State



**Ss w/IEPs Outcomes v. State, Class of 2026**

- APS w/IEPs
- State w/IEP
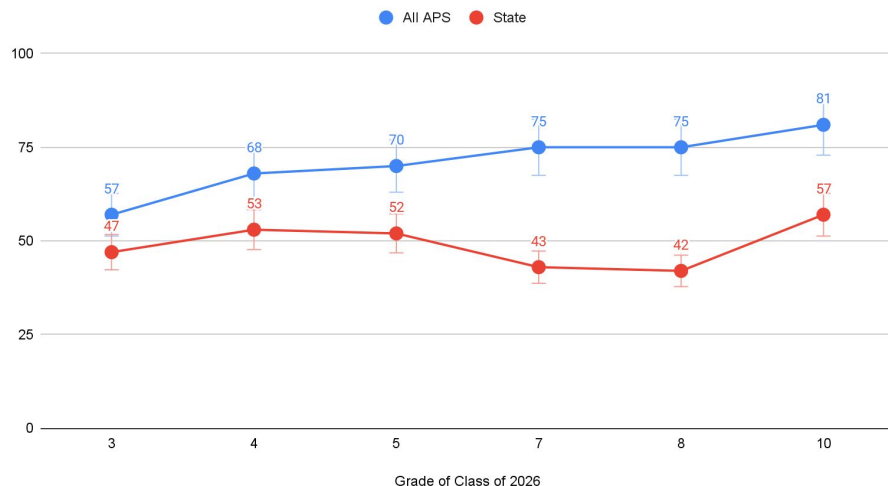


This shows overall outcomes in ELA for the Class of 2026. Overall cohort outcomes in ELA have steadily improved for Class of 2026 as a whole, while statewide they dipped in middle school with a significant *state* growth jump in 2024 (this is important to understanding the growth curve discrepancy, since growth is a comparison with the state, for the cohort).
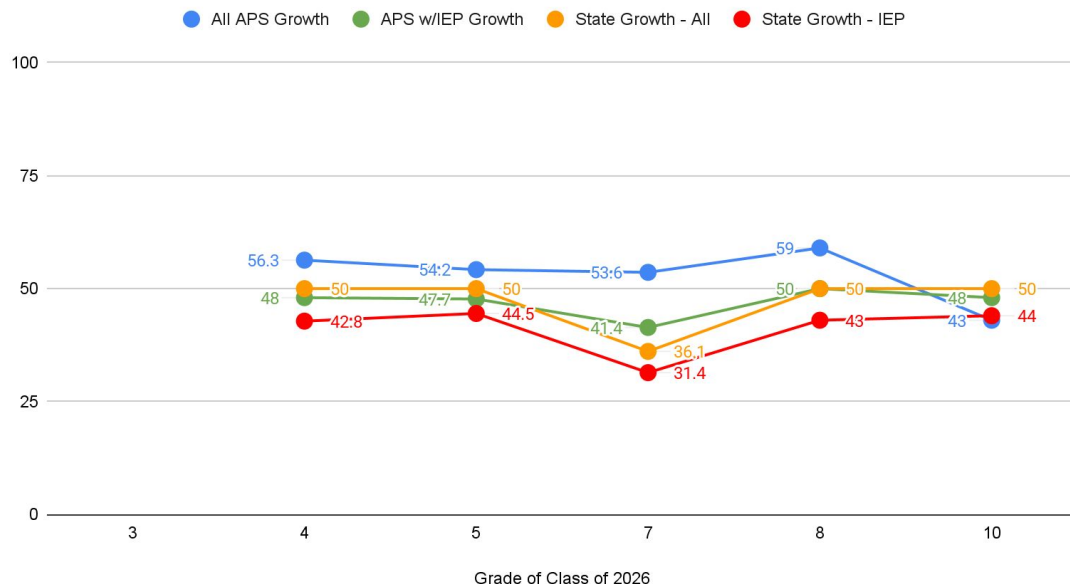
For students with IEPs, cohort outcomes dramatically *improved* for Students with IEPs in 10th after a dip in 8th that mirrored a smaller state-wide dip.

# MCAS Outcomes 2019-2024, Cohort Analysis for Class of 2026, All & Ss w/IEPs



Growth: IEPs v. All Students

Legend: All APS Growth, APS w/IEP Growth, State Growth - All, State Growth - IEP

Grade of Class of 2026

This shows overall growth over time in ELA for the Class of 2026, for both APS and the state, for all students and student with IEPs.

Overall cohort outcomes in ELA have steadily improved for Class of 2026 as a whole, while statewide they dipped in middle school with a significant *state* growth jump in 2024 (this is important to understanding the growth curve discrepancy, since growth is a comparison with the state, for the cohort).
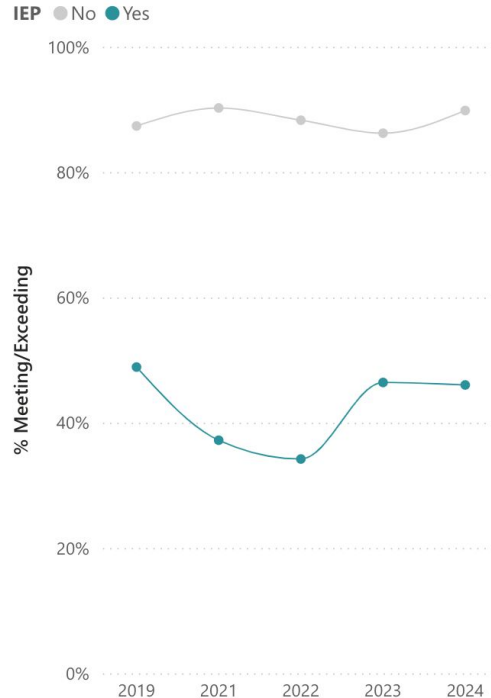
# MCAS 2024: How does that work?

**Performance over Time - ELA**

IEP ● No ● Yes



**Performance over Time - ELA**

IEP ● No ● Yes
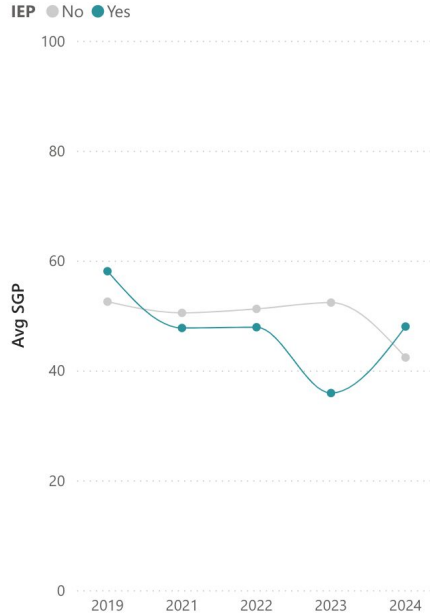


*In order to close achievement gaps, growth should be higher for the target group for a sustained period of time.*

*Lower growth in a given year could be an indicator of several things, and should always be considered alongside cohort and state-level data in order to understand what it is telling us. In this case, it is telling us that improved achievement from 8th to 10th was more significant for students with IEPs than for their classmates - but that does not mean that there was not improved achievement for all students, or each group of students. Analysis of cohort data is required to answer that question.*
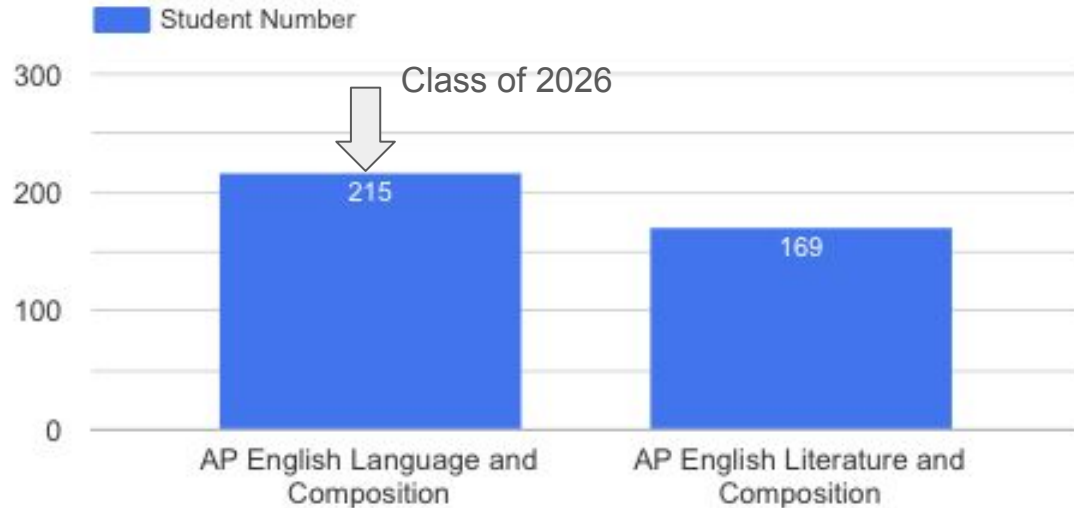
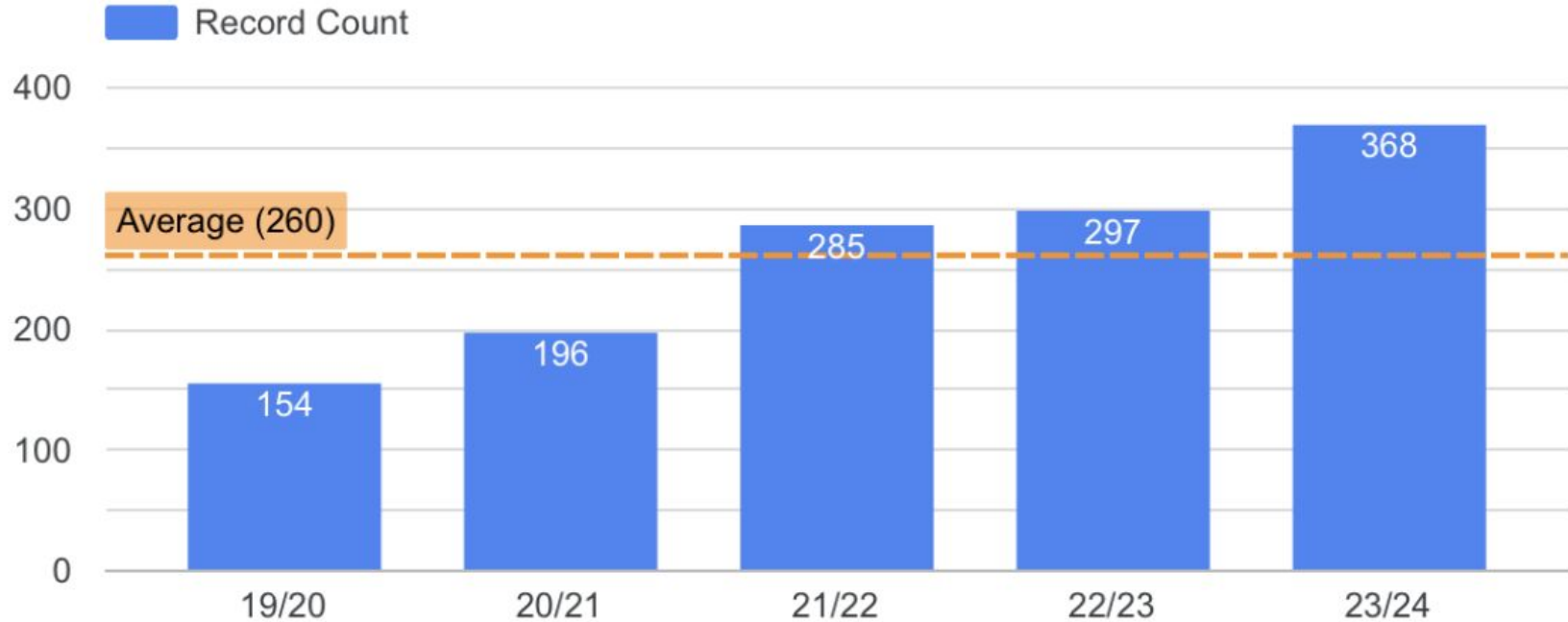# Students Taking AP Lang and AP Lit by Year
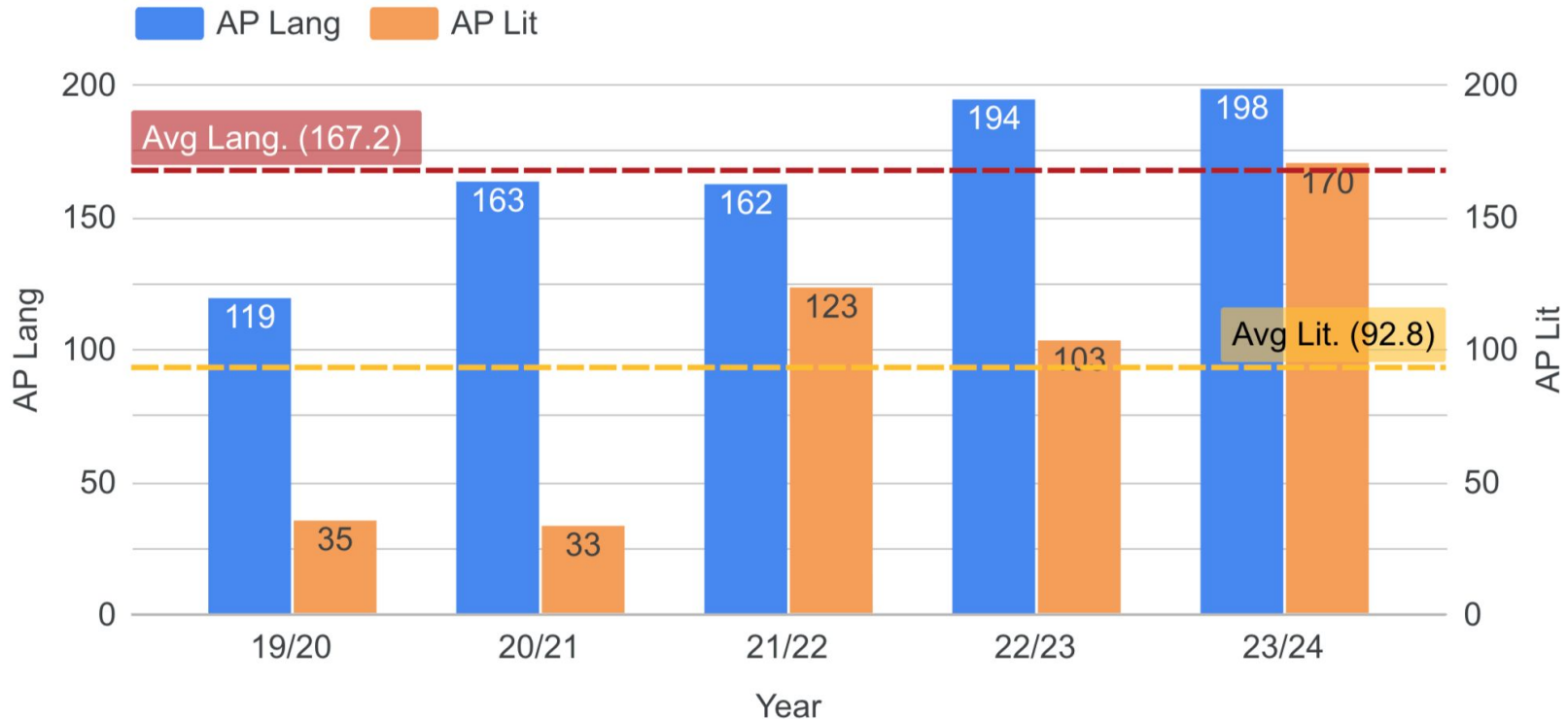
# Students Taking AP Lang and AP Lit SY25

# Count of AP Test Takers

# Enrollment in ELA Course - Class 2026 Race



Enrollment - Cohort 1

Asian · Black · Hispanic · Mixed · White
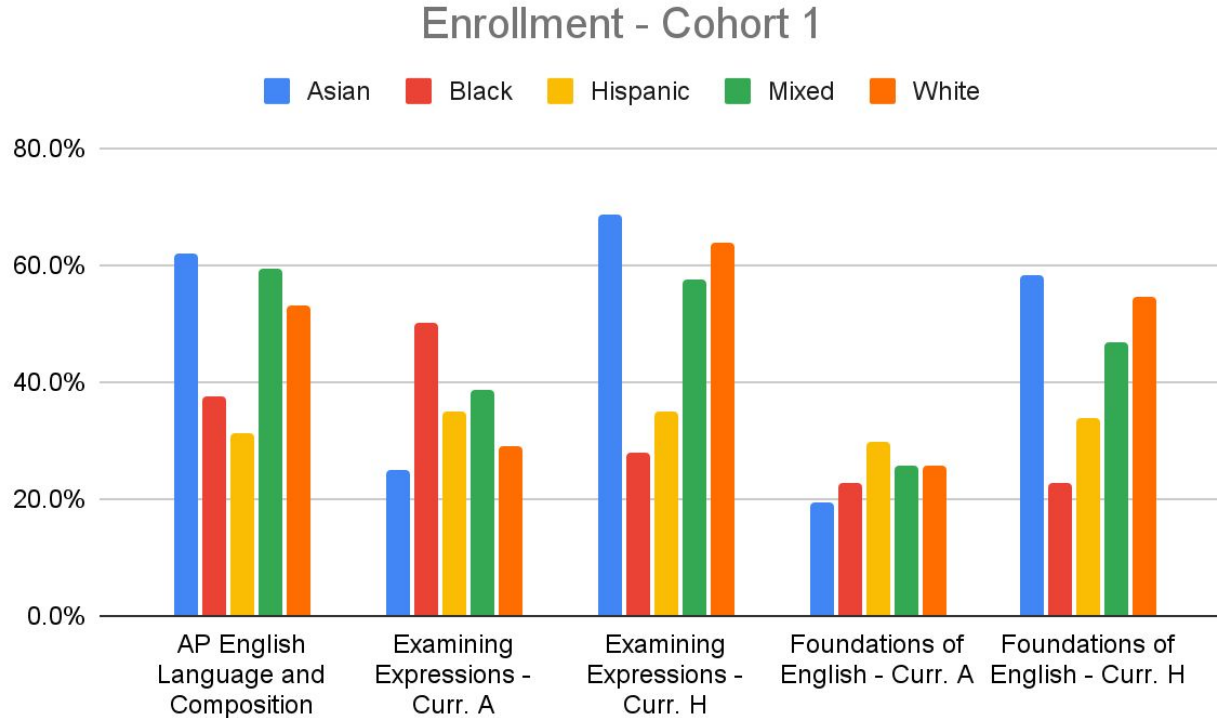
# Enrollment in ELA Course - Class 2026 Race

|  | Asian | Black | Hispanic | Mixed | White |
|---|---|---|---|---|---|
| **AP English Language and Composition** | 61.8% | 37.5% | 31.1% | 59.3% | 53.2% |
| **Examining Expressions - Curr. A** | 25.0% | 50.0% | 35.0% | 38.5% | 29.2% |
| **Examining Expressions - Curr. H** | 68.8% | 27.8% | 35.0% | 57.7% | 63.9% |
| **Foundations of English - Curr. A** | 19.4% | 22.7% | 29.8% | 25.7% | 25.8% |
| **Foundations of English - Curr. H** | 58.3% | 22.7% | 34.0% | 46.7% | 54.4% |

# Enrollment in ELA Course - Class of 2026 SpEd
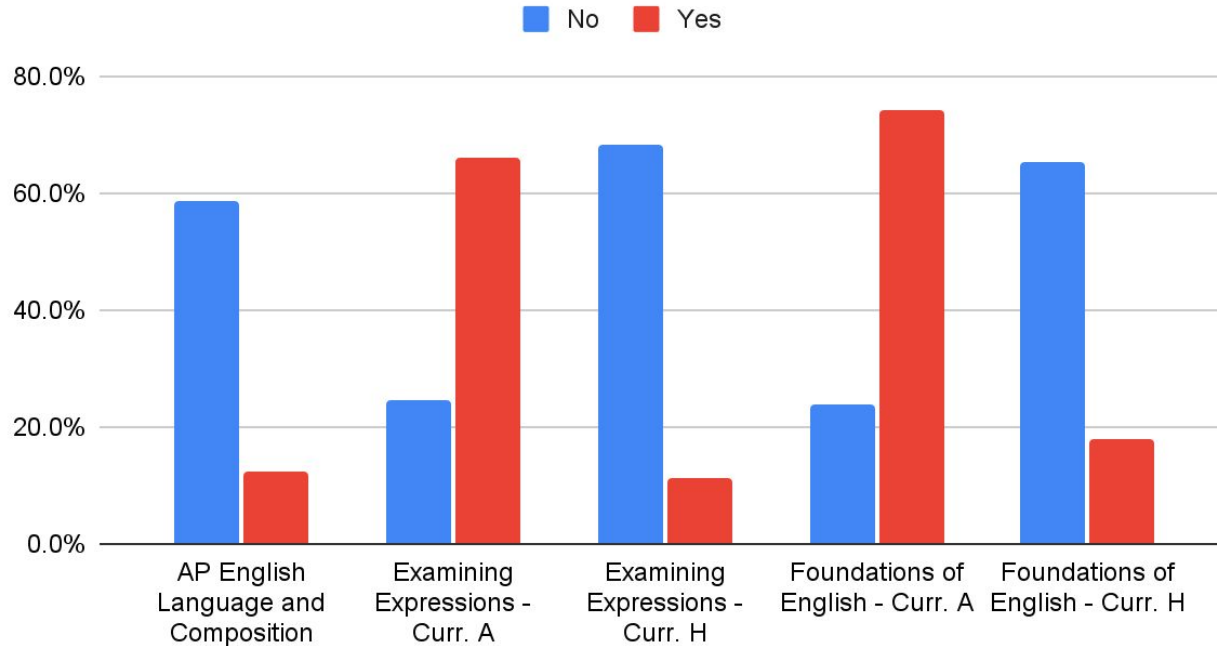
# Enrollment in ELA Course - Class of 2026 Gender



Gender Enrollment - Cohort 1
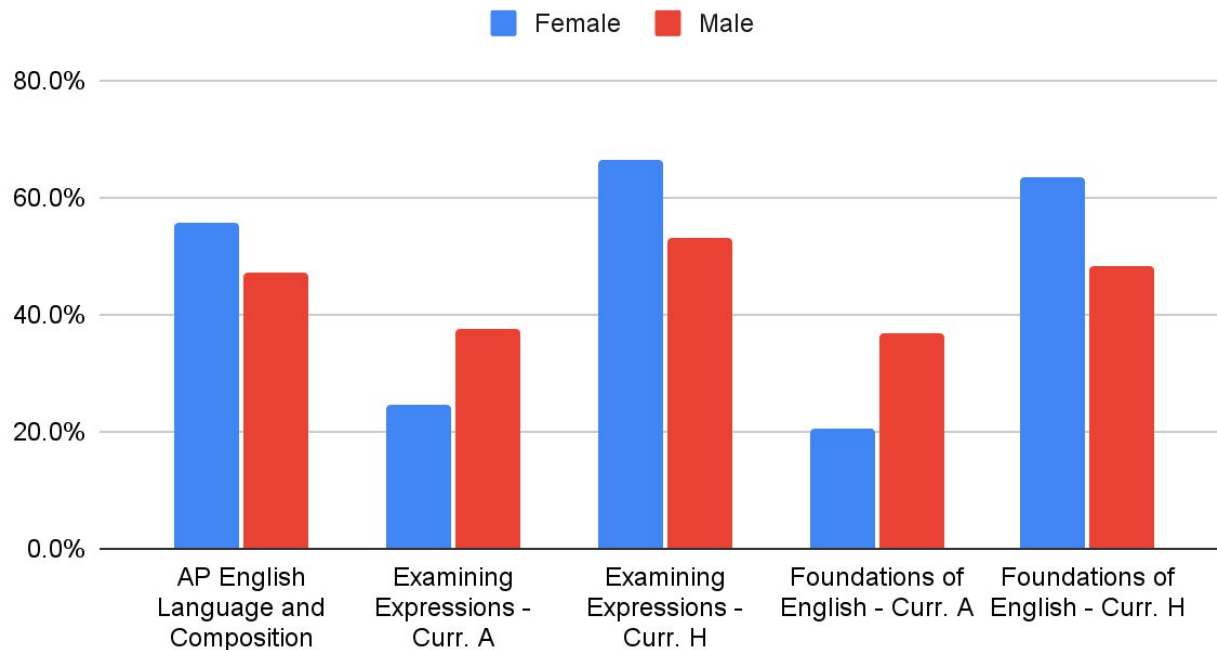
# Enrollment in ELA Course - Class of 2027 Race
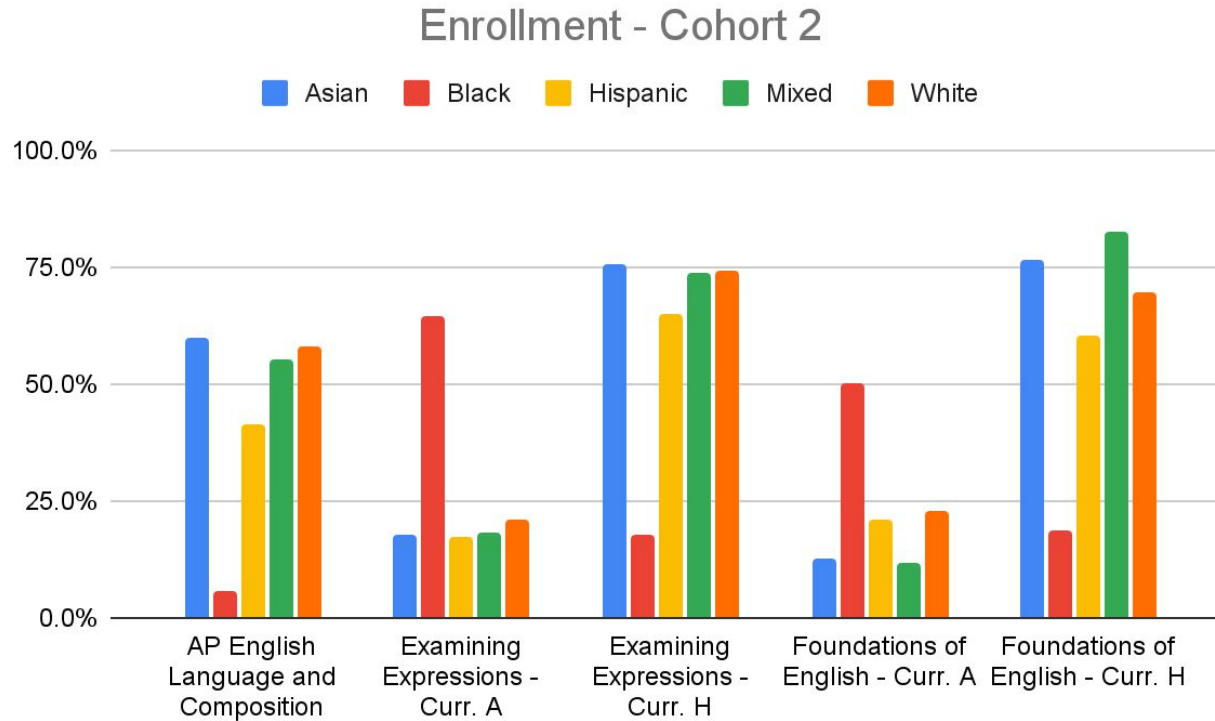
# Enrollment in ELA Course - Class of 2027 Race

|  | Asian | Black | Hispanic | Mixed | White |
|---|---|---|---|---|---|
| **AP English Language and Composition** | 60.0% | 5.9% | 41.3% | 55.3% | 58.1% |
| **Examining Expressions - Curr. A** | 17.8% | 64.7% | 17.4% | 18.4% | 21.0% |
| **Examining Expressions - Curr. H** | 75.6% | 17.6% | 65.2% | 73.7% | 74.2% |
| **Foundations of English - Curr. A** | 12.8% | 50.0% | 21.1% | 11.8% | 23.1% |
| **Foundations of English - Curr. H** | 76.6% | 18.8% | 60.5% | 82.4% | 69.6% |

# Enrollment in ELA Course - Class of 2027 SpEd
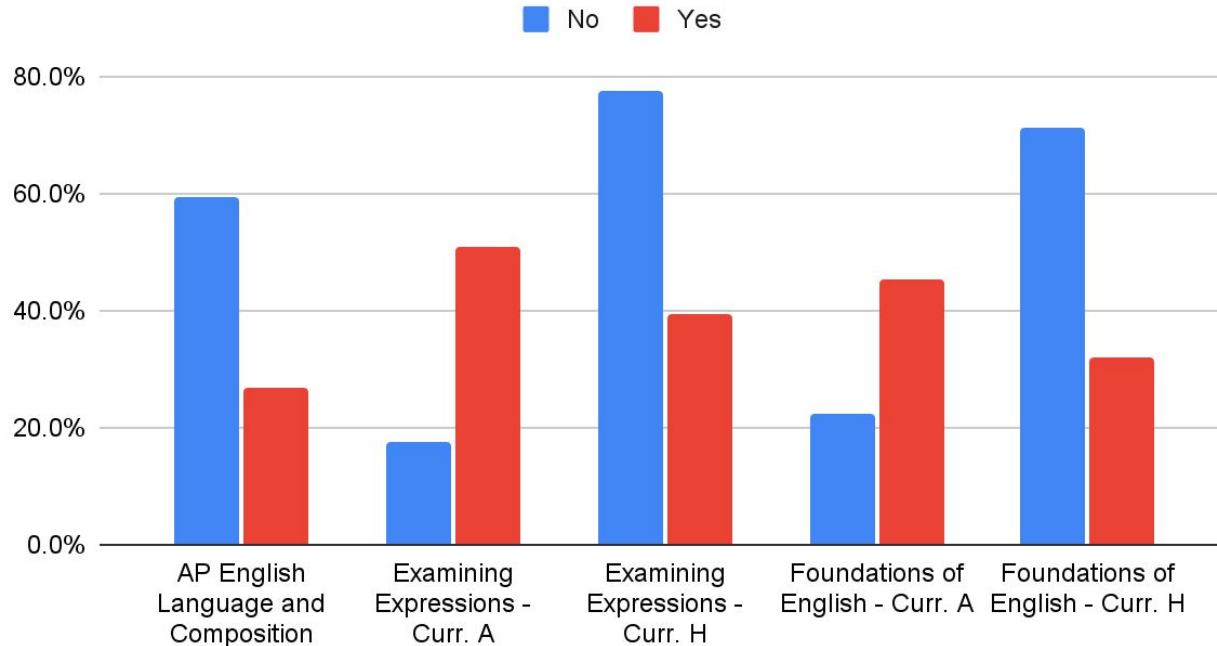
# Enrollment in ELA Course - Class of 2027 Gender

# Rough Draft Slides

# Average MCAS Score of AP Takers
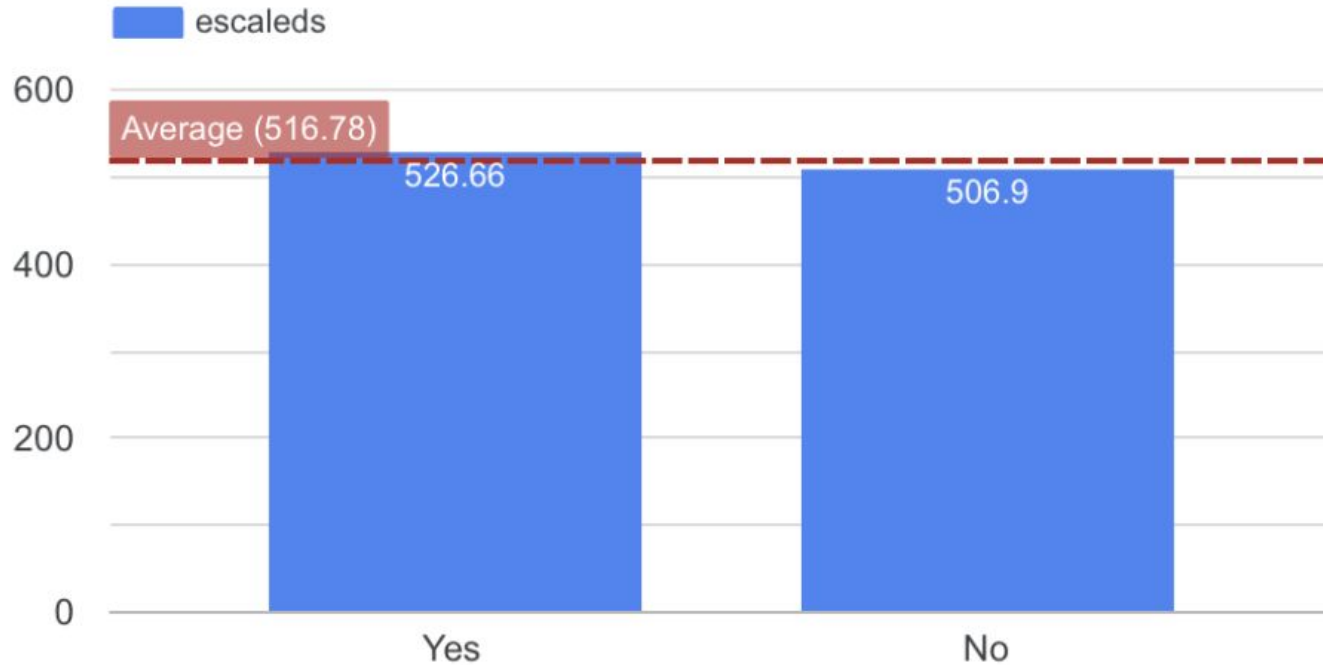
# Average MCAS Scores by Course

# ELA Outcomes - MCAS by AP Lang
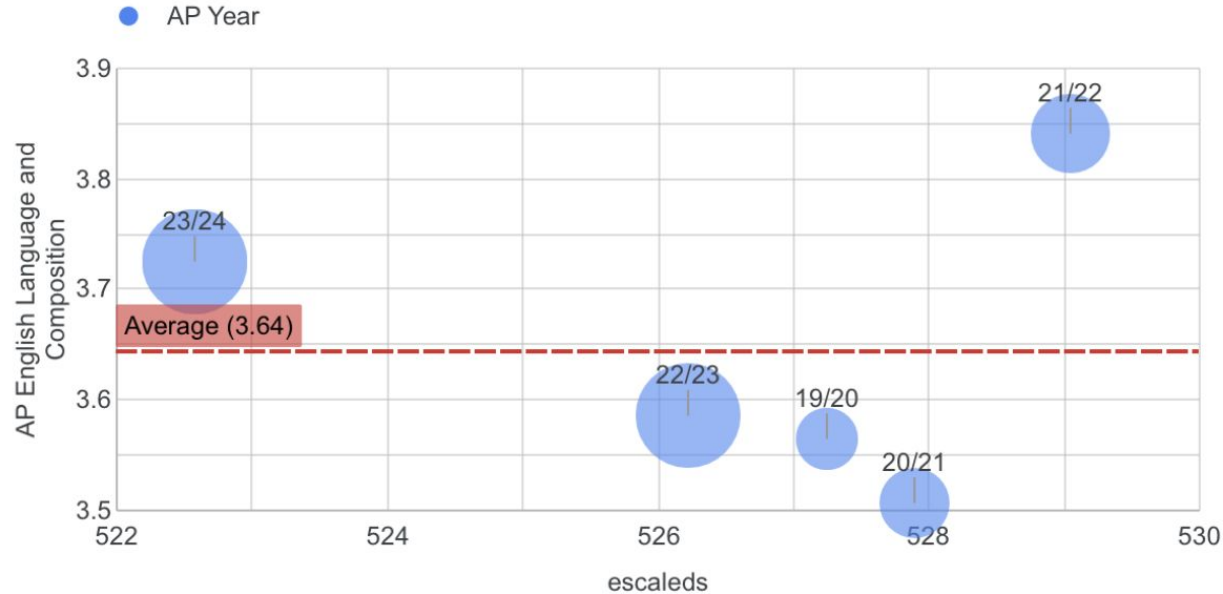


Distribution of MCAS Scaled Scores by AP Score

# ELA Outcomes - MCAS by AP Lit
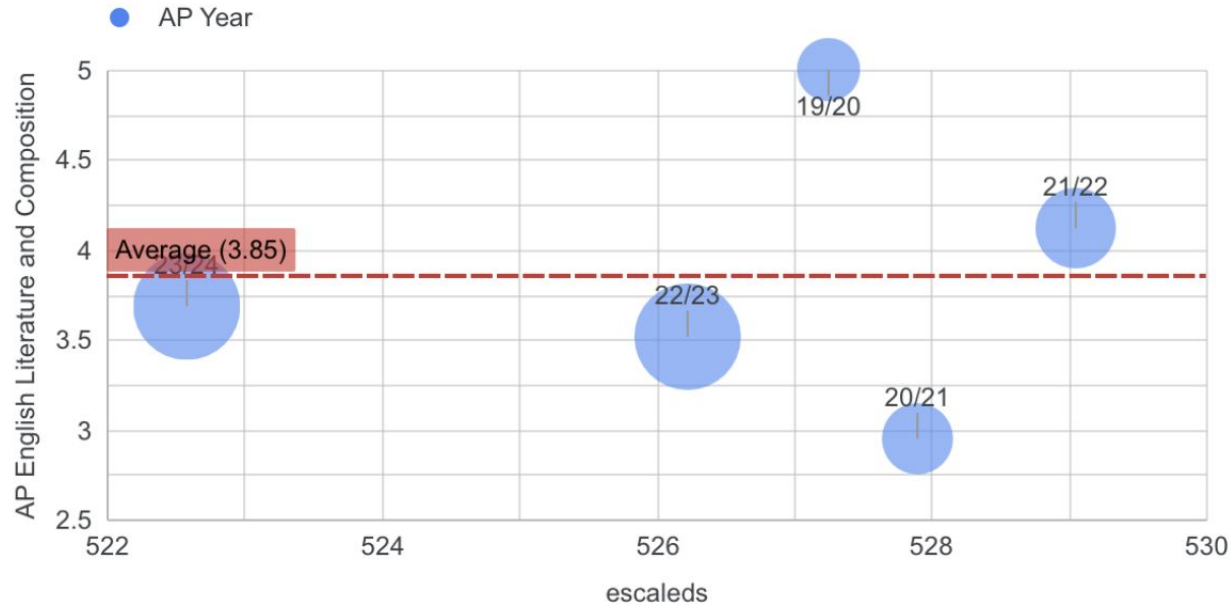


Distribution of MCAS Scaled Scores by AP Score

# AP ELA Lang by ELA Course and Year
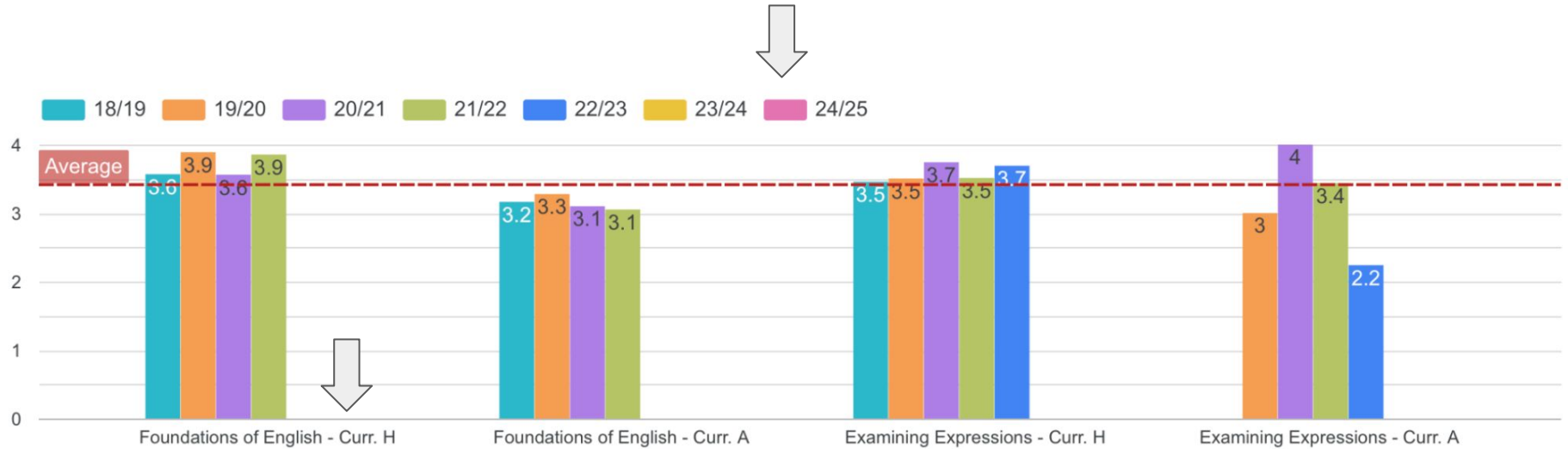


Avg. AP English Lang. Score per ELA Course Taken over Years

# AP ELA Lit by ELA Course and Year
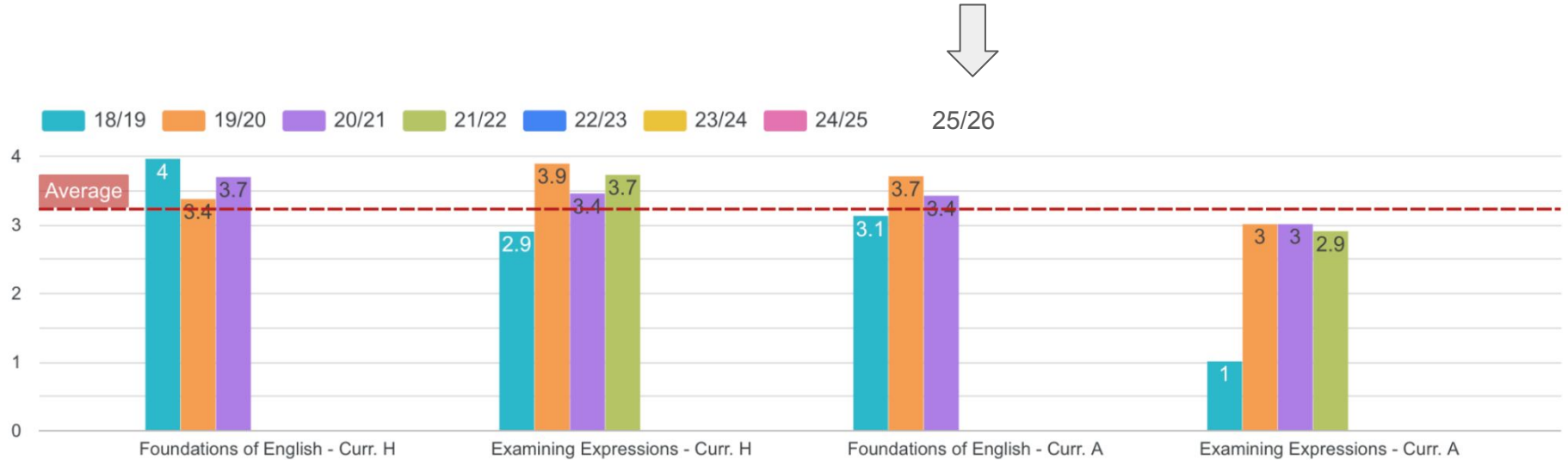


Avg. AP English Lit. Score per ELA Course Taken over Years

# WHY "Heterogeneous Grouping?"

- Commitment to inclusion and equity
- Evidence of effectiveness
  - Research
  - Staff, Student, Family feedback
  - AHS experience (existing classes and 20-21 classes)
- Disproportionality (Slide 13)
  - Disproportionate participation rates by race, IEP status, ELL status
  - Tracking impacts
  - Different classroom experiences (rigorous expectations)
- DEI and mindset advantages
  - Growth Mindset Approach (Students & Teachers)
  - Moves from labeling students to labeling the kind of learning
- Familiar practice

# Next Steps

- Enlarge the conversation - Staff meeting panel, ILT PD planning
- Complete the pilot evaluation
  - Final SY2024 grades
  - Spring Panorama survey
  - Spring Parent survey
  - Teacher feedback
- Future enrollment in honors
- Achievement and MCAS scores (long-term impact)

# Resources

- [AHS Grade 9 Heterogeneous Staff Mtg 240410](#)
- [HGE9 Pilot Parent/Guardian Meeting 2/15/24](#)
- **[Heterogeneous Grade 9 English Pilot SC 231214 FINAL Fall Data](#)**
- [Heterogeneous Grade 9 English Pilot SC 230615 Spring Data](#)
- [Heterogeneous Grade 9 English Pilot CIAA Presentation 3/29/22](#)
- [Heterogeneous Grade 9 English Pilot FAQ 9/22](#)
- [English 9 Heterogeneous Pilot Proposal](#)
- [Heterogeneous Grouping Initiative Website](#)
- [October 2022 Presentation - English 9 Heterogenous Pilot](#)
- [Snapshot of a heterogeneous classroom](#)
- [Quarter 1 2022 English 9 Pilot Data](#)
- [December 2022 Presentation - English 9 Heterogeneous Pilot](#)
- [Semester 1 2022-23 English 9 Pilot Data](#)

# Town of Arlington, Massachusetts

**Student Services Review Update**

**Summary:**
- APS Student Services Review Update_Preview

**ATTACHMENTS:**

| Type | File Name | Description |
|---|---|---|
| Presentation | APS_Student_Services_Review_Update_Preview.pdf | APS Student Services Review Update_Preview |

# Arlington Public Schools
# Student Services Review Update and Preview

## Liz Homan

## June 2, 2025

# Why a Review?

Arlington Public Schools
Education That Empowers

*Core Purpose of Internally-Commissioned Reviews: Continuous Improvement through Formative Assessment at the District Level*

From the APS Strategic Plan:

| Major Milestones | Year 1: 2023-24 | Year 2: 2024-25 | Year 3: 2025-26 |
|---|---|---|---|
| Identify and Implement Curricula aligned to Deeper Learning Instructional Vision | Establish curriculum review cycle and identify which curricula will be reviewed when | Implement curriculum review cycle  **YOU ARE HERE** | |

# Why a Review?

**Primary Goal of This Year's Review:
Effective Implementation Strategic Plan Initiatives Surrounding MTSS**

APS will develop a comprehensive, consistent, clear, and well-communicated MTSS. This framework is designed to meet the needs of all students by ensuring that schools make evidence-driven decisions, monitor progress and usefulness of supports for students, and use evidence-based supports and strategies with appropriate – and if necessary, increasing – intensity to sustain student growth.

MTSS is not just a list of structured interventions, but rather a cohesive system for the procedures and resources in a school to fit together to ensure a high quality education for all students. Benefits of an effective MTSS include:

- Consistent structures and effective implementation across schools.
- Increased achievement and opportunities of students across focal groups.
- Provision of precise supports to students in the areas they most need them.
- Ability for all students who need it to receive needed evidence-based intervention while ensuring access to aligned Tier 1 programming.
- Provision of enrichment and challenge to students in academic domains where they demonstrate proficiency.

# Why a Review?

**Secondary Goal of This Year's Review:
Effective Implementation of Contract Provisions**

3. Beginning in the 2025-2026 school year, for scheduling purposes and in all classrooms, the number of students with IEPs should not exceed 50% of the total number of students in the class. This includes co-taught classrooms but does not include sub-separate special education programs, small group special education classes, small group general intervention classes, and Menotomy Preschool.

# Findings Preview

In particular, our interviews and review of materials noted that the interviewees would like to see the following:

- the development of responsive and thoughtful programs that enable as many students with disabilities as possible to be successful within District schools;
- strong, consistent practices and protocols that enable the special education process to work more effectively and efficiently for students, staff, and families;
- commitment to a culture of collaboration, curiosity, and mutual respect across the district in which to create options and opportunities for students;
- identification of solutions that would offer Arlington students a wider range of special education and general education programming options that would, in turn, provide more opportunities for students to remain directly supported by and actively involved in the Arlington Public Schools; and
- clear and flexible guidelines for implementing the collective bargaining language dealing with caseloads and the 50% of a class provisions.

# Recommendations Preview

***Clarity of Programming, Roles, and Responsibilities in Special Education Structures:***

- Provide clarity surrounding roles and responsibilities of different leadership roles in making special education determinations and taking part in the special education process;
- Ensure consistent implementation of expectations in the IEP Team Process;
- Articulate the continuum of services in writing for the broader community;

***Assertive and Clear Articulation of the District's Approach to Inclusion, with ongoing Professional Learning:***

- Provide professional development regarding tiered interventions, inclusion expectations, disability categories, and options for providing individualized services to students;
- Reaffirm  the district's vision for both a robust MTSS and a responsive and accepting inclusion model, with clarity about the similarities and differences between the inclusion models the district supports;
- Clear and accountable plan for implementation of plan to increase inclusion across system

# What's Next?


Arlington Public Schools
Education That Empowers

Bill Lupini and Cyndy Taymore
- Ribas Consultants, and
- Former Superintendents, Collaborative Executive Directors, and Public School Special Education Administrators,

Will join Regular School Committee Meeting to present full review on June 17, 2025

The District will (or already has):
- Share the report with the APS community, along with our planned steps in response, following the presentation on June 17th;
- Align 2025-26 Goals to recommendations from the report;
- Plan professional learning for to support action on recommendations; and
- Return to this document to inform and reflect on the effectiveness of action steps over the next few years.

## Town of Arlington, Massachusetts

**District Goals 2025-2026 DRAFT**

**Summary:**

- District Goals Status Update 2024-25 - 2025-26 Goals Draft

**ATTACHMENTS:**

| | Type | File Name | Description |
|---|---|---|---|
| | Goals | District_Goals_Status_Update_2024-25_-_2025-26_Goals_Draft_(2).pdf | District Goals Status Update 2024-25 - 2025-26 Goals Draft (2) |

| 2025-26 District Goals and Objectives | ⊖ Central Office Department(s) | ⊖ Strategic Priority Alignment |
|---|---|---|
| **Goal #1: APS will improve the experiential outcomes (as measured by climate and culture surveys) and academic outcomes (as measured by MCAS achievement and growth) of students in focal groups through a focus on major instructional priorities, implementation of curriculum and practices aligned with deeper learning, by:** | **Teaching and Learning** | **PRIORITY 1: EXCELLENCE AND EQUITY** |
| Implementing a revised DCAP/MTSS plan and providing professional learning to all educators district-wide on the MTSS/DCAP plan and framework. | Teaching and Learning, Student Services, "Excellence, Access, and Opportunity" | 1.3 Implementing Multi-Tiered Systems of Support (MTSS) |
| Facilitating a working group of APS stakeholders to research and propose equitable and accessible math course pathway options for grades 6-12 and any other recommendations from the committee with regards to schedules, structures, resources, or adjustments needed PreK-12. | Teaching and Learning, Superintendent's Office | 1.1 Instructional Vision and Coherence, 4.3 Communication and Partnership |
| Implementing common protocols for use in adult collaborative time such as ACE, SST, and ILT, and providing teachers with opportunities to engage with student-level data as a routine practice in adult learning as a core component of these protocols. | Teaching and Learning, Student Services, "Excellence, Access, and Opportunity" | 2.2 Reimagining Professional Learning, 1.1 Instructional Vision and Coherence, 1.2 Student Belonging and Adult Support |
| **Goal #2: Establish and support a "culture of learning" among APS Staff that encourages collaboration across roles and with families, values innovation, and prioritizes coherence for individuals and groups, by:** | **Human Resources** | **PRIORITY 2: VALUING ALL STAFF** |
| Implementing the terms of new bargaining agreements that call for more supportive onboarding and ongoing professional learning for paraprofessionals and clerical staff / administrative assistants; | Human Resources, Superintendent's Office, Teaching and Learning, Student Services | 2.3 Competitive Compensation, 2.2 Reimagining Professional Learning, 2.1 Pathway to Teaching Programs |
| Implementing professional development focused on Tier 1 instruction that strengthens system-wide coherence by incorporating opportunities for educator choice and opportunities for collaboration across schools and departments. | Teaching and Learning, Student Services, "Excellence, Access, and Opportunity" | 2.2 Reimagining Professional Learning, 1.1 Instructional Vision and Coherence |
| **Goal #3: Implement a systematic approach to operational functions of the district, including budget planning and implementation, capital improvements, and day-to-day response to operational challenges, by:** | **Finance and Operations** | **PRIORITY 3: OPERATIONS AND SUSTAINABILITY** |
| Implementing the APS Instructional Technology and Space Vision & Guiding Principles and Plan | Finance and Operations, Teaching and Learning | 1.2 Student Belonging and Adult Support, 3.1 Inclusive and Modern Spaces and Operations |
| Establishing effective Central Office Workflows to enhance operational accountability, with an explicit focus on improving the connections between finance, human resources, and payroll to ensure effective data practices. | Finance and Operations, Human Resources, Superintendent's Office | 3.3 Enhanced Facility Stewardship, 3.1 Inclusive and Modern Spaces and Operations |
| Implementing and adjusting as necessary operational procedures developed in 2024-25 for reporting facility needs, establishing rental formulas, ensuring building safety, and responding to emergency situations. | Finance and Operations, Superintendent's Office | 4.3 Communication and Partnership, 3.3 Enhanced Facility Stewardship |
| **Goal #4: Establish ongoing partnerships with families through implementation of protocols for effective communication and development of priority-aligned partnerships with Town and parent organizations, by:** | **Communications and Family Engagement** | **PRIORITY 4: PARTNERING WITH FAMILIES** |
| Implementing protocols and templates developed in Winter-Spring 2025 for family communication, including district-wide professional learning for educators on communication and two-way partnership with families. | Communications and Family Engagement, Superintendent's Office, Teaching and Learning, Student Services | 1.2 Student Belonging and Adult Support, 4.2 Welcome Center and Registration, 4.3 Communication and Partnership |
| Sustaining and further developing partnerships across Town agencies and Town-wide parent organizations to make resources more visible, available, and accessible for APS Families, and provide for consistency where it is appropriate and aligned with district priorities to do so. | Communications and Family Engagement, Finance and Operations | 3.1 Inclusive and Modern Spaces and Operations, 4.1 Access to Before- and After-School Services, 3.2 Healthy Meals for All |
| Supporting school implementation of strategies to support partnerships with families, including rollout of stipend-based school-family liaisons, initial rollout of ParentSquare, implementation of new resources to support welcoming families new to APS, and school-based family resource sites. | Communications and Family Engagement, Student Services | 4.2 Welcome Center and Registration, 4.3 Communication and Partnership |

## Town of Arlington, Massachusetts

**Minutes from May 12, 2025 meeting for approval**

**Summary:**
- CIAA Draft Minutes May 12, 2025

**ATTACHMENTS:**

| | Type | File Name | Description |
|---|---|---|---|
| ▯ | Minutes | CIAA_Draft_Minutes_May_12__2025_(2).pdf | CIAA Draft Minutes May 12, 2025 (2) |

**Arlington School Committee**
**Curriculum Instruction Accountability and Assessment**
**Subcommittee Meeting**
**Monday, May 12, 2025**
**3:30 PM**

**Attendees**:
Subcommittee Members: Liz Exton, Paul Schlichtman , Len Kardon
Other Committee members: Jane Morgan, Laura Gitelson
Administration: Dr. Homan, Dr. Ford-Walker, Dr. Janger, Ms. Cooney, Mr. Spiegel
Members of the Public: Cheryl Miller, Stephanie Form-Weems

Liz Exton opened the meeting at 3:34pm.

**Heterogeneous Grouping Initiative Update**
Presentation postponed to June 2 as slides and data received did not meet the subcommittee's requests.
Subcommittee clarified expectations for the presentation.
Question from Dr. Homan: What is the purpose of the presentation?
Subcommittee Response: Where are we going next? Is the "intervention" working?
Presentation should include:

- data for focal groups (enrollments, normed by cohort size (eg. slide 15, etc))
  - Q from admin: Does that include signup for AP for next year? A: Yes
  - AP Participation rate
  - 10th grade honors enrollment
  - MCAS data
- norming of data by cohort size
- MCAS data for focal groups; analysis on the Meets/Exceed % drop vs. the SGP increase
- panorama data/survey broken out by focal group

**Discussion and Possible Vote of Approval - Job Descriptions**
- Multimedia Production Teacher Job Description 2025
- Motion to recommend job description for approval by the full committee by Paul, second by Len.
- Voted 3-0 in favor. .

**District Goals**
- District Goals Status, 2024-2025
  - Most items are in progress.
  - Good structure for presentation.
  - Suggestion to rate level of progress, eg: substantial progress vs. some progress

- District Goals DRAFT 2025-26
  - Subcommittee members gave feedback on structure and specific details.
  - Schedule for approval by full committee: May 29th full committee first read, June 2 CIAA fine tuning, June 4 full committee final read, possible vote.

**Future Agenda Items**

June 2 meeting, 3:30pm
- Heterogeneous Grouping Initiative
- DEIBJ - HOLD
- District Goals - fine tune/final read
- Student Services Review presentation

**Adjournment**

Motion to Adjourn
Motion by Paul, seconded by Len.
3-0 vote in favor of adjournment.
Meeting adjourned at 4:37pm.

**Future Agenda Items**

## Town of Arlington, Massachusetts

**Schedule Future Meetings**

**Adjournment (L. Exton)**

# Town of Arlington, Massachusetts

**Submitted by L. Exton**