

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
Thursday, October 30, 2025
3:30 PM***

Via Zoom:
Zoom link

In Person:
*Arlington Public Schools District Office
14 Mill Brook Drive
Superintendent's Office, 2nd Floor
Arlington, MA 02476*

Open Meeting (L. Exton)

HGI Expansion (M. Janger)

- *AHS Heterogeneous English 9 Trend Data Fall 2025*
- *AHS Grade 9 Heterogeneous CIAA 251030*
- *AHS Heterogeneous English 9 Evaluation Fall 2025*

Approval of Meeting Minutes - August 5, 2025 and October 7, 2025

- *CIAA Draft Meeting Minutes - August 5, 2025*
- *CIAA Draft Meeting Minutes - October 7, 2025*

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.

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:

Via Zoom:

Zoom link

In Person:

Arlington Public Schools District Office

14 Mill Brook Drive

Superintendent's Office, 2nd Floor

Arlington, MA 02476



Town of Arlington, Massachusetts

Open Meeting (L. Exton)



Town of Arlington, Massachusetts

HGI Expansion (M. Janger)

Summary:

- AHS Heterogeneous English 9 Trend Data Fall 2025
- AHS Grade 9 Heterogeneous CIAA 251030
- AHS Heterogeneous English 9 Evaluation Fall 2025

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	AHS_Heterogeneous_English_9_Trend_Data_Fall_2025.pdf	AHS Heterogeneous English 9 Trend Data Fall 2025
▢ Presentation	AHS_Heterogeneous_English_9_Evaluation_Fall_2025.pdf	AHS Heterogeneous English 9 Evaluation Fall 2025
▢ Presentation	AHS_Grade_9_Heterogeneous_CIAA_251030_(1)_Updated.pdf	AHS Grade 9 Heterogeneous CIAA 251030 (1) Updated

AHS Heterogeneous English 9 Trend Data

Fall 2025

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Foundations of English (ELA 9) Data Tables SY20-SY25

School Years/Cohorts

YOG	2023	2025	2026	2027	2028
SY gr 9	19/20	21/22	22/23	23/24	24/25
SY gr 10	20/21	22/23	23/24	24/25	25/26
SY Lit (11)	21/22	23/24	24/25	25/26	26/27

SY Lang (12)	22/23	24/25	25/26	26/27	27/28
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Overall Participation Rates A/H in Foundations (ELA 9) by SY

YOG	2023	2025	2026	2027	2028
SY gr 9	19/20	21/22	22/23	23/24	24/25
A#	190	187	126	104	105
H#	171	177	244	309	300
Percent H	47.4%	48.6%	65.9%	74.8%	74.1%

Black/Hispanic Participation Rates A/H in Foundations (ELA 9) by SY

SY gr 9	19/20	21/22	22/23	23/24	24/25
B/H A#	26	23	20	19	19
B/H H#	8	11	24	26	16
Percent H	23.5%	32.4%	54.5%	57.8%	45.7%

IEP Participation Rates A/H in Foundations (ELA 9) by SY

SY gr 9	19/20	21/22	22/23	23/24	24/25
IEP A#	45	37	37	33	37
IEP H#		8	9	15	19
Percent H	0.0%	17.8%	19.6%	31.3%	33.9%

Gender Participation Rates A/H in Foundations (ELA 9) by SY

SY gr 9	19/20	21/22	22/23	23/24	24/25
Female A#	92	55	46	31	36
Female H#	106	110	135	168	170

Male A#	95	127	79	71	68
Male H#	62	59	106	138	122

Average Grade by Level A/H in Foundations (ELA 9) by SY

SY gr 9	19/20	21/22	22/23	23/24	24/25
Avg Grade A	80.6%	83.5%	79.5%	80.8%	84.2%
Avg Grade H	87.6%	90.8%	91.1%	90.7%	92.4%
Avg Grade	84.1%	87.2%	85.3%	85.7%	88.3%

Examining Expressions (ELA 10) Data Tables SY21-SY25

School Years/Cohorts

YOG	2023	2025	2026	2027	2028
SY gr 9	19/20	21/22	22/23	23/24	24/25
SY gr 10	20/21	22/23	23/24	24/25	25/26
SY Lit (11)	21/22	23/24	24/25	25/26	26/27
SY Lang (12)	22/23	24/25	25/26	26/27	27/28

Overall Participation Rates A/H in Expressions (ELA 10) by SY

SY gr 10	20/21	22/23	23/24	24/25	25/26
A#	118	120	135	106	
H#	223	250	246	325	
Percent H	65.4%	67.6%	64.6%	75.4%	

Black/Hispanic Participation Rates A/H in Expressions (ELA 10) by SY

SY gr 10	20/21	22/23	23/24	24/25	25/26
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B/H A#	20	16	25	22	
B/H H#	14	19	21	33	
Percent H	42%	54%	46%	60%	

IEP Participation Rates A/H in Expressions (ELA 10) by SY

SY gr 10	20/21	22/23	23/24	24/25	25/26
IEP A#	33	35	42	41	
IEP H#	2	12	6	16	
Percent H	6%	26%	13%	28%	

Gender Participation Rates A/H in Expressions (ELA 10) by SY

SY gr 10	20/21	22/23	23/24	24/25	25/26
Female A#	51	47	35	53	
Female H#	140	149	128	134	
Male A#	63	68	84	78	
Male H#	81	89	110	111	

AP Lang (ELA 11) Data Tables SY22-SY25

School Years/Cohorts

YOG	2023	2025	2026	2026	2028
SY gr 9	19/20	21/22	22/23	23/24	24/25
SY gr 10	20/21	22/23	23/24	24/25	25/26
SY Lang (11)	21/22	23/24	24/25	25/26	26/27
SY Lit (12)	22/23	24/25	25/26	26/27	27/28

Overall Participation Rates in AP Lang (ELA 11) by SY

SY Lang (11)	21/22	23/24	24/25	25/26*	26/27
AP Lang#	163	198	214	254	
ELA 11 H#	91	98	105	121	
ELA 11 A#	105	74	56	51	

*This is class enrollment vs. test participation

Black/Hispanic Participation Rates in AP Lang (ELA 11) by SY

SY Lang (11)	21/22	23/24	24/25	25/26	26/27
AP Lang#	8	16	20		
ELA 11 H#	6	12	15		
ELA 11 A#	22	13	11		

IEP Participation Rates in AP Lang (ELA 11) by SY

SY Lang (11)	21/22	23/24	24/25	25/26	26/27
AP Lang#		4	5		
ELA 11 H#	4	6	12		
ELA 11 A#	27	28	25		

Average* Score AP Lang (ELA 11) by SY

SY Lang (11)	21/22	23/24	24/25	25/26	26/27
AP Lang Score	3.75	3.73	3.87		

* National average college board scores also change each year.

Percent of Students Scoring 3 or Better

Test Year	2021	2022	2023	2024	2025
Students Tested	163	162	194	197	215

% Scoring 3+	84.0%	85.2%	81.4%	82.7%	94.0%
Change	—	+1.2%	-3.8%	+1.3%	+11.3%

Cohort Trends

Cohort Trends for ELA Participation %H or AP

	ELA 9 H	ELA 10 H	ELA 11 H	AP Lang (11)	AP LIT (12)
YOG 23	48%	62%	25%	45%	31%
YOG 25	49%	69%	27%	54%	46%
YOG 26	66%	67%	28%	58%	
YOG 27	75%	79%			
YOG 28	74%				

Cohort Trends for ELA Participation %H or AP

	ELA 9 H	ELA 10 H	<i>ELA 11 H/AP</i>	AP LIT (12)
YOG 23	48%	62%	70%	31%
YOG 25	49%	69%	81%	46%
YOG 26	66%	67%	86%	
YOG 27	75%	79%		
YOG 28	74%			

AHS Heterogeneous English 9 Evaluation

Fall 2025

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Cohorts in Evaluation

Phase	Cohorts (YOG)	ELA 9 Year	Model Type
Pre-Implementation (Comparison)	2023 and 2025	2019-20 and 2021-22	Leveled (Academic / Honors)
Implementation (Program)	2026 – 2028	2022-23 to 2024-25	Heterogeneous Model

Students in the graduating classes of **2026, 2027, and 2028** participated in **heterogeneous ELA 9**, replacing the prior A/H leveled structure.

1. Overview and Purpose

The heterogeneous English 9 program was introduced to expand equitable access to rigorous coursework while maintaining or improving student outcomes.

We are looking for **equal or better results** by level and demographic group in:

- Honors-level participation

- Student grades
- Rigorous expectations, teacher-student relationships, and classroom belonging (Panorama survey)
- Future enrollment in Honors/AP English
- Achievement and MCAS performance (long-term impact)

This evaluation compares pre- and post-implementation cohorts across participation, equity, and achievement indicators.

2. Access and Participation (ELA 9)

YOG	School Year	Model	% in Honors
2023	19/20	Leveled	47 %
2025	21/22	Leveled	49 %
2026	22/23	Heterogeneous	66 %
2027	23/24	Heterogeneous	75 %
2028	24/25	Heterogeneous	74 %

Interpretation:

Advanced-level access rose **~25 points** (from $\approx 48\%$ $\rightarrow$ $\approx 74\%$) once the heterogeneous model began. Nearly three-quarters of each cohort now engages in Honors-level or equivalent coursework.

3. Equity and Inclusion

a. Black / Hispanic Representation

Year	Model	% in Honors
2019-20 (YOG 23)	Pre	23 %
2021-22 (YOG 25)	Pre	32 %
2022-23 (YOG 26)	Heterogeneous	55 %
2023-24 (YOG 27)	Heterogeneous	58 %

2024-25 (YOG 28)	Heterogeneous	46 %
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Result: Representation roughly **doubled**, from ≈ 25 % to ≈ 50 %.

b. Students with IEPs

Year	Model	% in Honors
2019-20 (YOG 23)	Pre	0 %
2021-22 (YOG 25)	Pre	18 %
2022-23 (YOG 26)	Heterogeneous	20 %
2023-24 (YOG 27)	Heterogeneous	31 %
2024-25 (YOG 28)	Heterogeneous	34 %

Result: IEP participation increased **three-fold**, from under 10 % pre-program to ≈ 30 % post-implementation.

c. Gender Balance

Both male and female participation in advanced English rose, with females consistently representing ≈ 60 % of heterogeneous sections.

4. Achievement and Rigor (ELA 9 Grades)

School Year	Model	Avg A-Level	Avg H-Level	Overall Avg
19/20 (YOG 23)	Leveled	80.6 %	87.6 %	84.1 %
21/22 (YOG 25)	Leveled	83.5 %	90.8 %	87.2 %
22/23 (YOG 26)	Heterogeneous	79.5 %	91.1 %	85.3 %
23/24 (YOG 27)	Heterogeneous	80.8 %	90.7 %	85.7 %
24/25 (YOG 28)	Heterogeneous	84.2 %	92.4 %	88.3 %

Interpretation: Average grades improved slightly (+4 points overall) with broader participation—**no dilution of rigor** despite higher inclusivity.

5. Downstream Progression (ELA 10 → ELA 11 Honors + AP Lang)

Cohort (YOG)	ELA 9 Model	%H in ELA 9	% H in ELA 10	% H + AP in Grade 11	Avg AP Lang Score	% AP Scores 3+
2023 Pre	Leveled	48 %	62 %	70 %	3.75	85.2%
2025 Pre	Leveled	49 %	69 %	81 %	3.73	82.7%
2026 Post	Hetero	66 %	67 %	86 %	3.87	94.0%
2027 Post	Hetero	75 %	79 %	88%*		
2028 Post	Hetero	74 %	—	pending		

*based on course enrollment vs. test participation

Interpretation:

- **Sustained Progression (ELA 9 → 10 → 11):** The share of students remaining in advanced ELA courses stayed steady or increased at each stage. Cohort 2026 shows nearly identical Honors ELA 10 participation to earlier classes and a record **86% (+1% H and +4% AP) continuing into Honors or AP Lang in Grade 11**.
 - **AP Achievement:** Average AP Lang scores remained strong (3.7–3.9) and peaked for the first heterogeneous cohort (**3.87**).
-

6. Long-Term Impact Summary

Indicator	Pre-Implementation (19/20 & 21/22)	Post-Implementation (22/23 – 24/25)	Change / Impact
Advanced ELA 9 Participation	≈ 48 %	≈ 74 %	+26%
Black / Hispanic Representation	≈ 28 %	≈ 53 %	+25%

IEP Representation	≈ 9 %	≈ 28 %	+19%
Average ELA 9 Grade	≈ 85 %	≈ 88 %	+3%
Grade 11 Honors + AP	70–81 %	86 %	+5–15%
AP Lang Average Score	3.74 (avg)	3.87	+0.13 pts
AP Lang Score 3+	≈ 84%	94%	+14%

7. Conclusions

1. **Access Expanded:** The proportion of students in rigorous English 9 grew from ≈ half to three-quarters of each cohort.
2. **Equity Improved:** Black/Hispanic and IEP students now participate in advanced coursework at 2–3× their pre-program rates.
3. **Achievement Maintained:** Average grades rose modestly, showing increased access ≠ lower performance.
4. **Pipeline Strengthened:** Students from heterogeneous ELA 9 advance into Honors/AP ELA 11 at or above previous high-track levels.
5. **Sustained Rigor:** Grade 11 Honors + AP participation climbed to 86 % without reducing standards or performance.



Heterogeneous Grade 9 English

CIAA Subcommittee Meeting - October 30, 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
- October 30 - Curriculum, Instruction, Assessment, and Accountability Subcommittee



Cohorts in Evaluation

Phase	Cohorts (YOG)	ELA 9 Year	Model Type
Pre-Implementation (Comparison)	2023 and 2025	2019-20 and 2021-22	Leveled (Academic / Honors)
Implementation (Program)	2026 – 2028	2022-23 to 2024-25	Heterogeneous Model



Outcomes and Evaluation

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

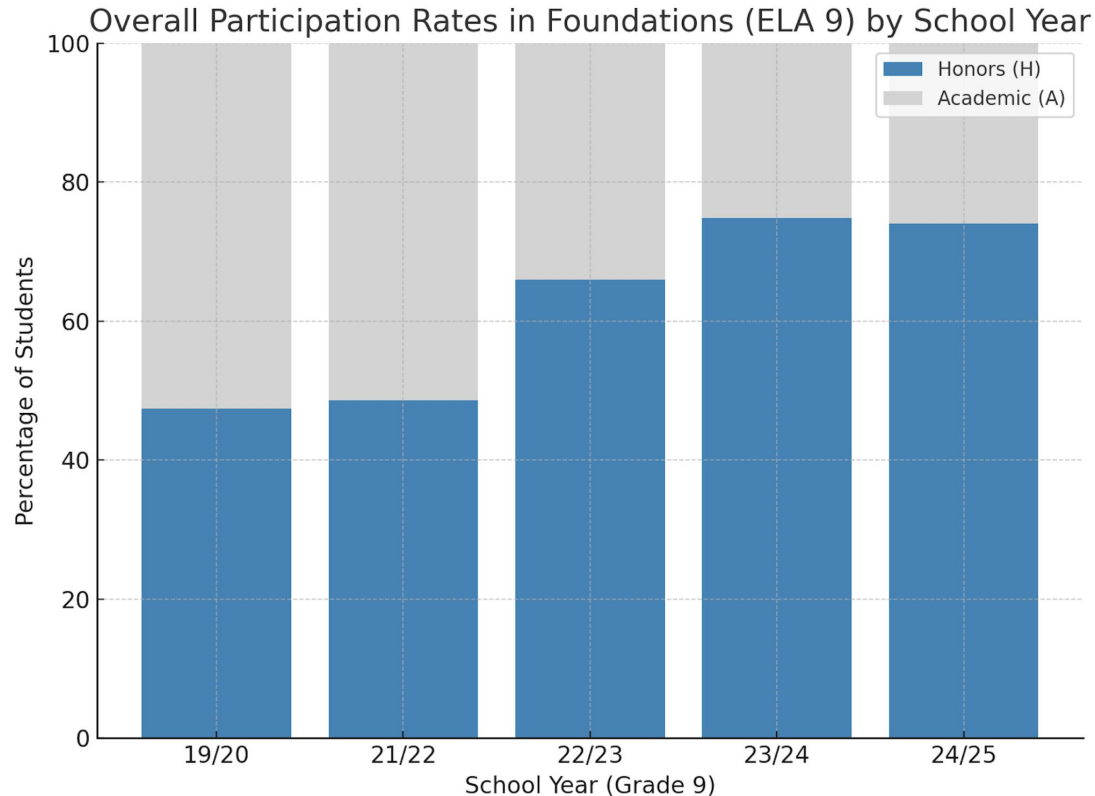
- Honors level participation
- Student grades
- Rigorous Expectations: Pre and post survey (Panorama) of classroom expectations, teacher student relationships, and classroom belonging
- Future enrollment in honors
- Achievement and MCAS scores (long-term impact)



ELA 9 Participation and Grades



Participation Rates in ELA 9 by School Year



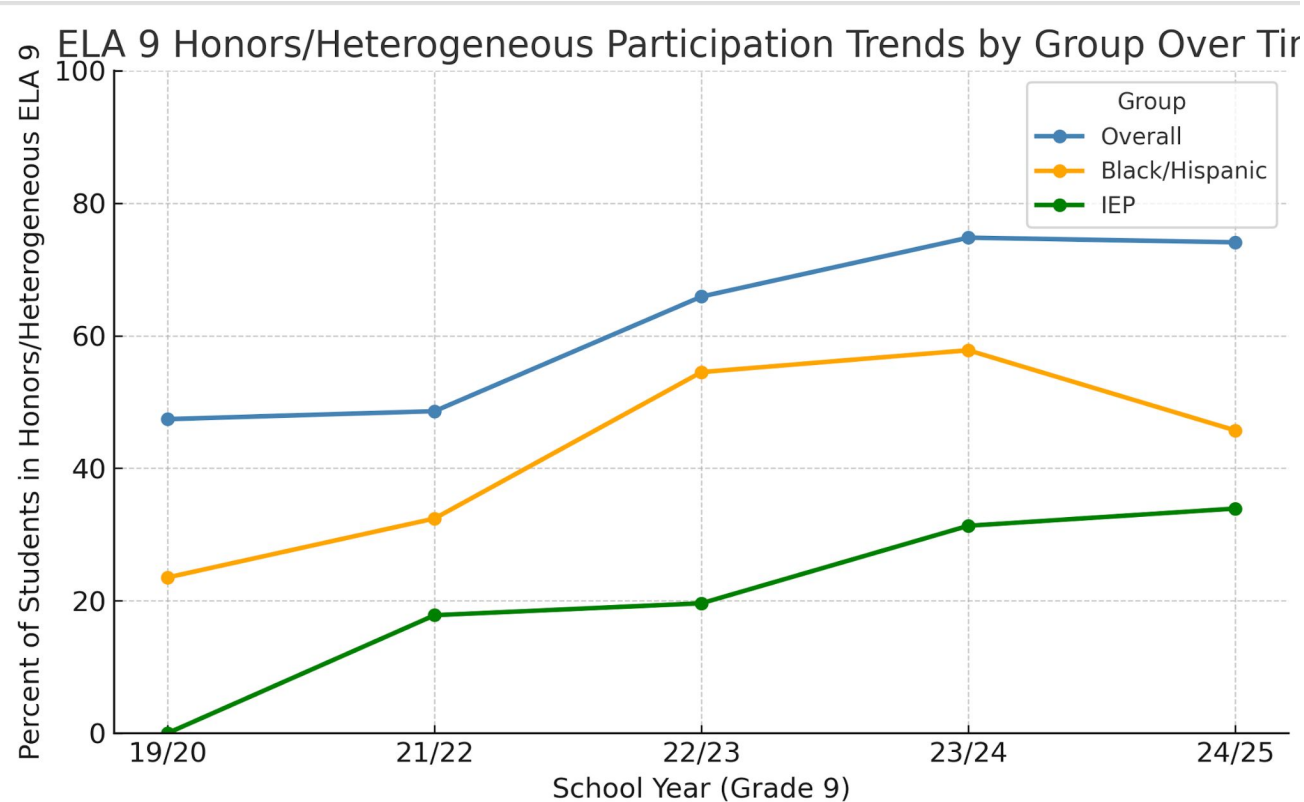


Participation Rates in ELA 9 by School Year

YOG	School Year	Model	% in Honors
2023	19/20	Leveled	47 %
2025	21/22	Leveled	49 %
2026	22/23	Heterogeneous	66 %
2027	23/24	Heterogeneous	75 %
2028	24/25	Heterogeneous	74 %



ELA 9 Honors Participation by Group





Black/Hispanic Participation Rates in ELA 9

Year	Model	% in Honors
2019-20 (YOG 23)	Leveled	23 %
2021-22 (YOG 25)	Leveled	32 %
2022-23 (YOG 26)	Heterogeneous	55 %
2023-24 (YOG 27)	Heterogeneous	58 %
2024-25 (YOG 28)	Heterogeneous	46 %

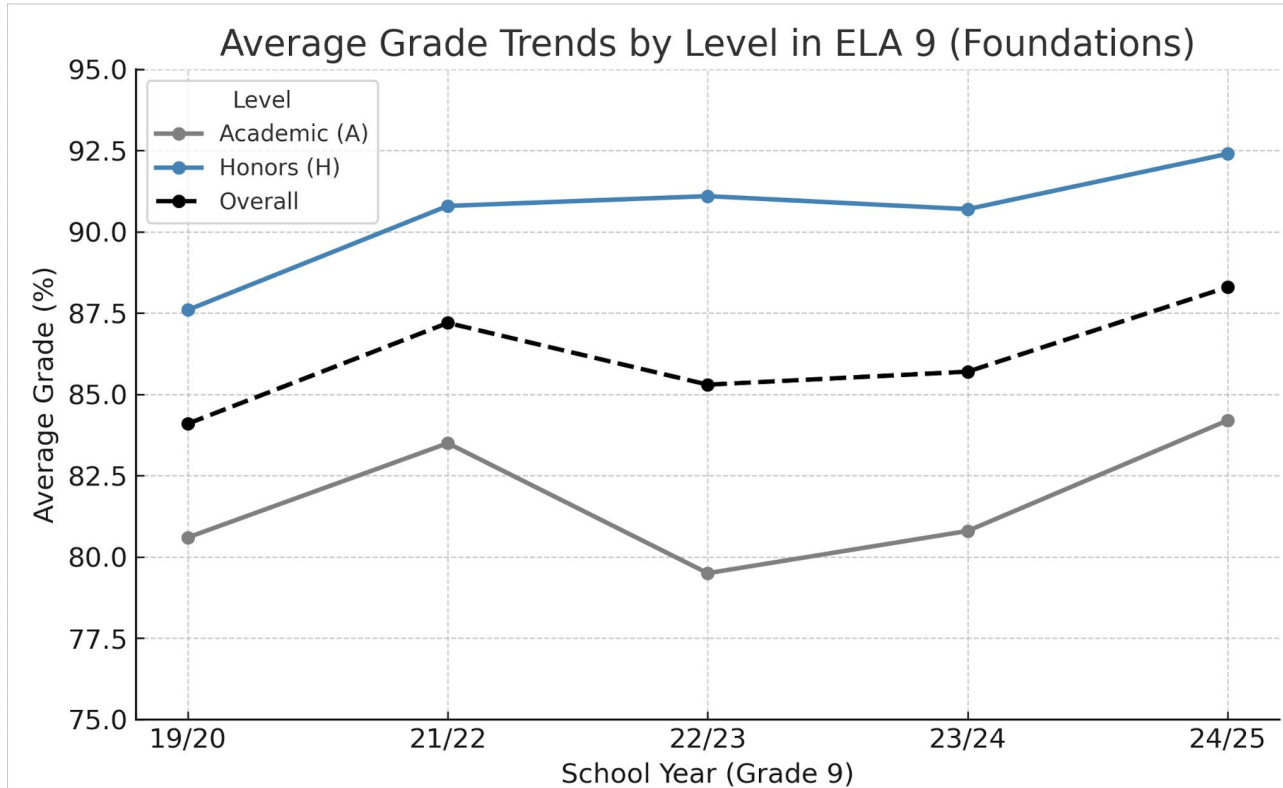


Students with IEP Participation Rates in ELA 9

Year	Model	% in Honors
2019-20 (YOG 23)	Leveled	0 %
2021-22 (YOG 25)	Leveled	18 %
2022-23 (YOG 26)	Heterogeneous	20 %
2023-24 (YOG 27)	Heterogeneous	31 %
2024-25 (YOG 28)	Heterogeneous	34 %



Average Grade Trend by Level in ELA 9





Average Grade Trends by Level in ELA 9

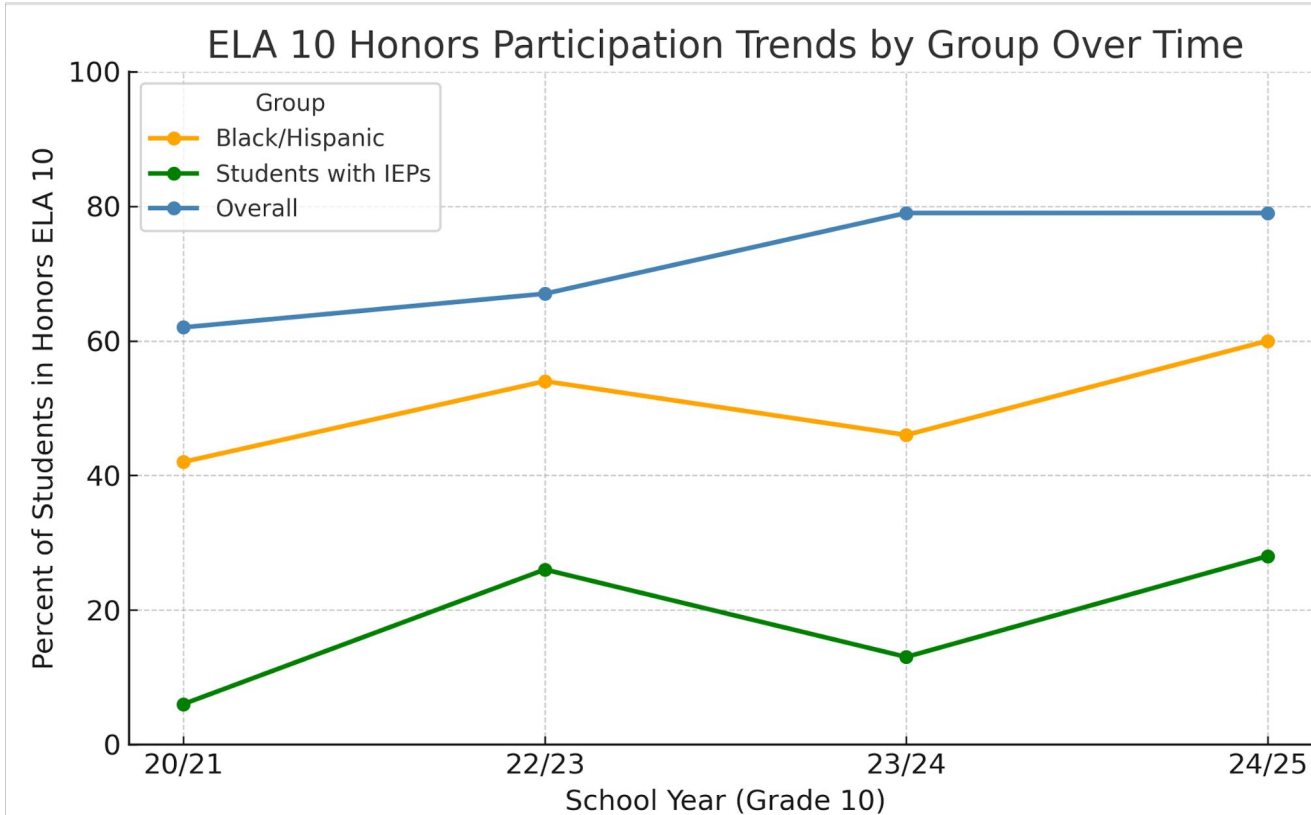
School Year	Model	Avg A-Level	Avg H-Level	Overall Avg
19/20 (YOG 23)	Leveled	80.6 %	87.6 %	84.1 %
21/22 (YOG 25)	Leveled	83.5 %	90.8 %	87.2 %
22/23 (YOG 26)	Heterogeneous	79.5 %	91.1 %	85.3 %
23/24 (YOG 27)	Heterogeneous	80.8 %	90.7 %	85.7 %
24/25 (YOG 28)	Heterogeneous	84.2 %	92.4 %	88.3 %



ELA 10 Participation



ELA 10 Honors Participation by Group





Honors Participation Rates in ELA 10 by SY

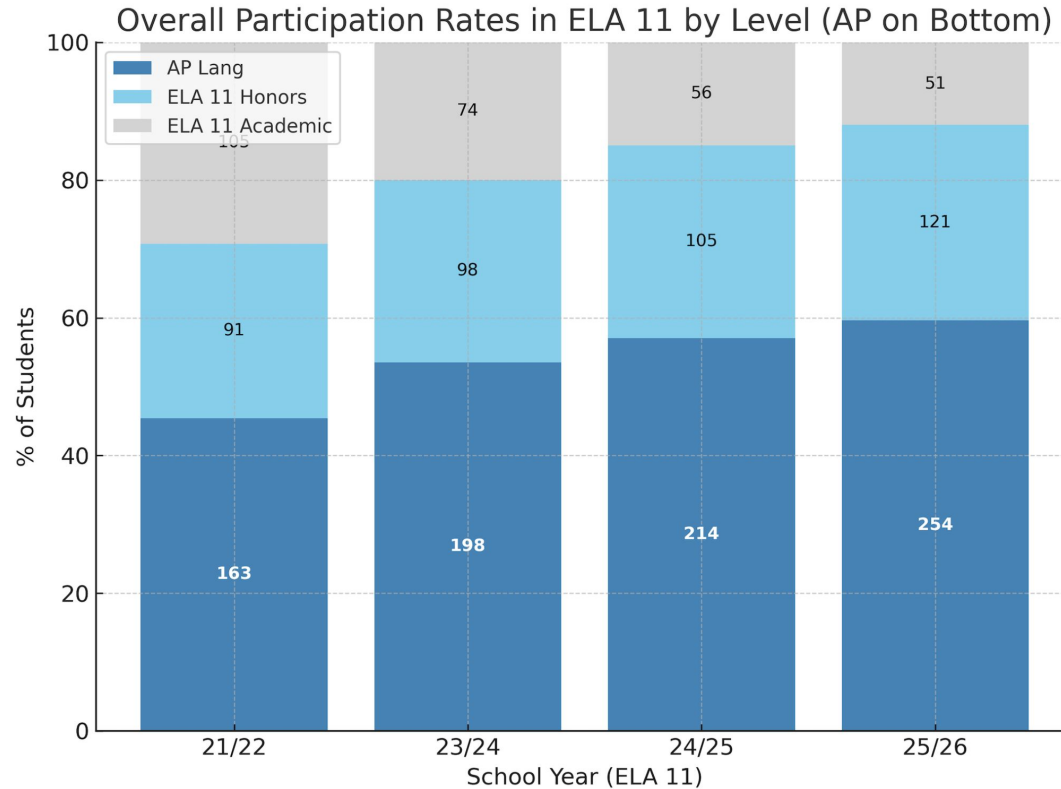
SY gr 10	20/21	22/23	23/24	24/25
Black/Hispanic	42%	54%	46%	60%
IEP	6%	26%	13%	28%
Overall	65.4%	67.6%	64.6%	75.4%



ELA 11 Participation and Achievement



Participation Rates by Level in ELA 11



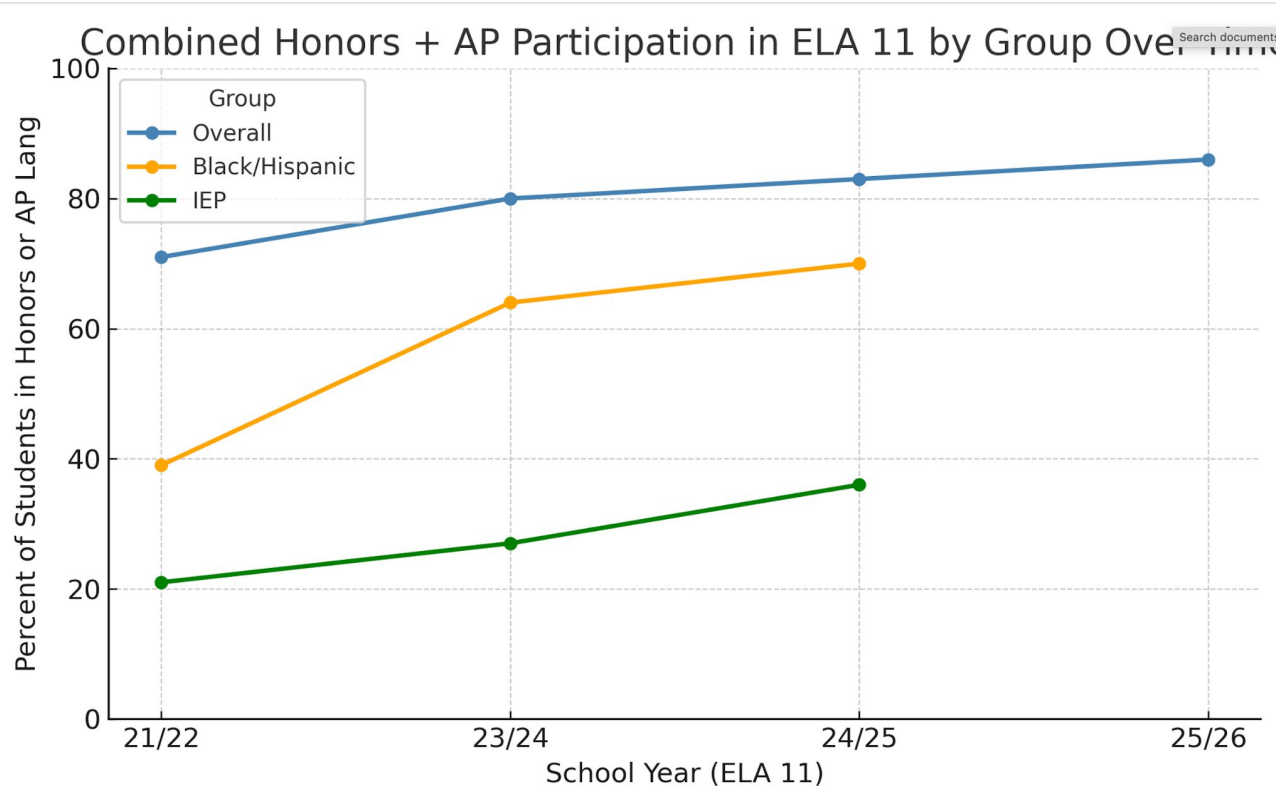


Participation Rates by Level in ELA 11

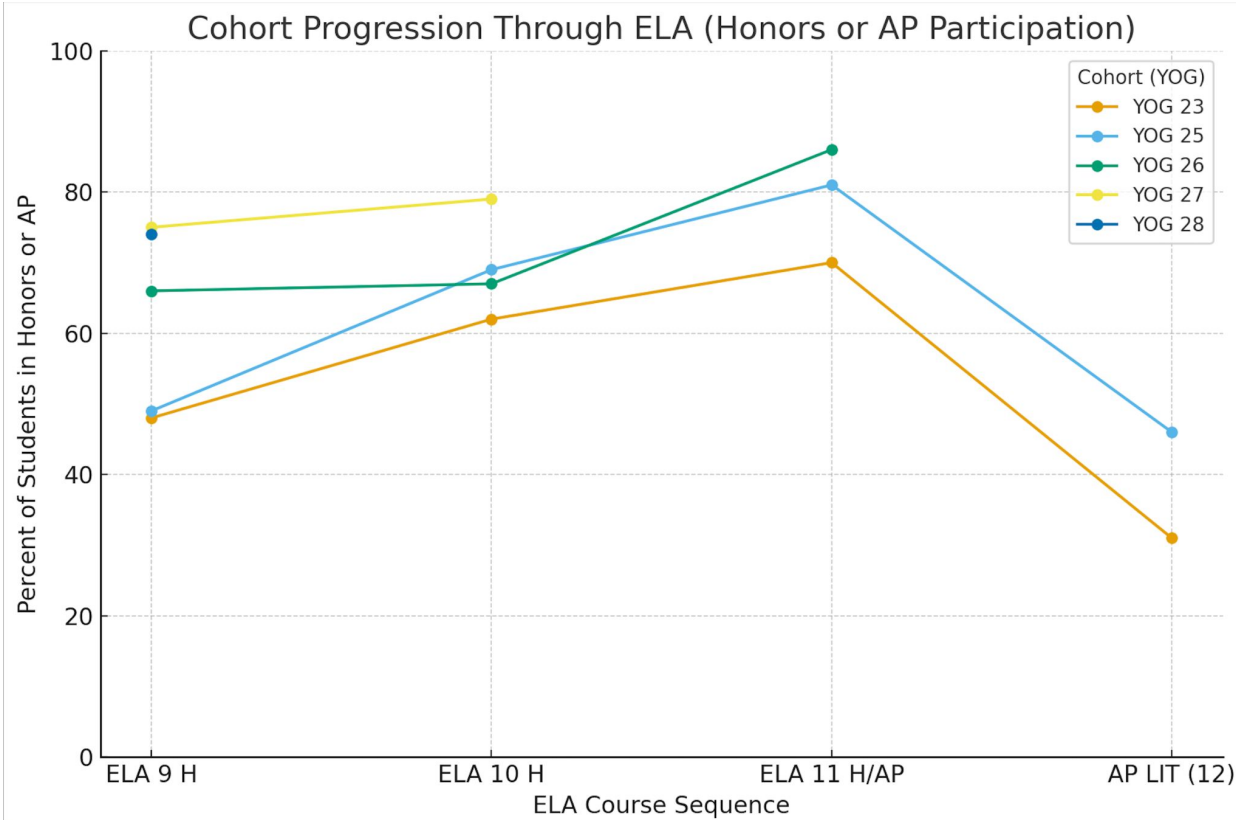
SY Lang (11)	21/22	23/24	24/25	25/26*	26/27
AP Lang#	163	198	214	254	
ELA 11 H#	91	98	105	121	
ELA 11 A#	105	74	56	51	



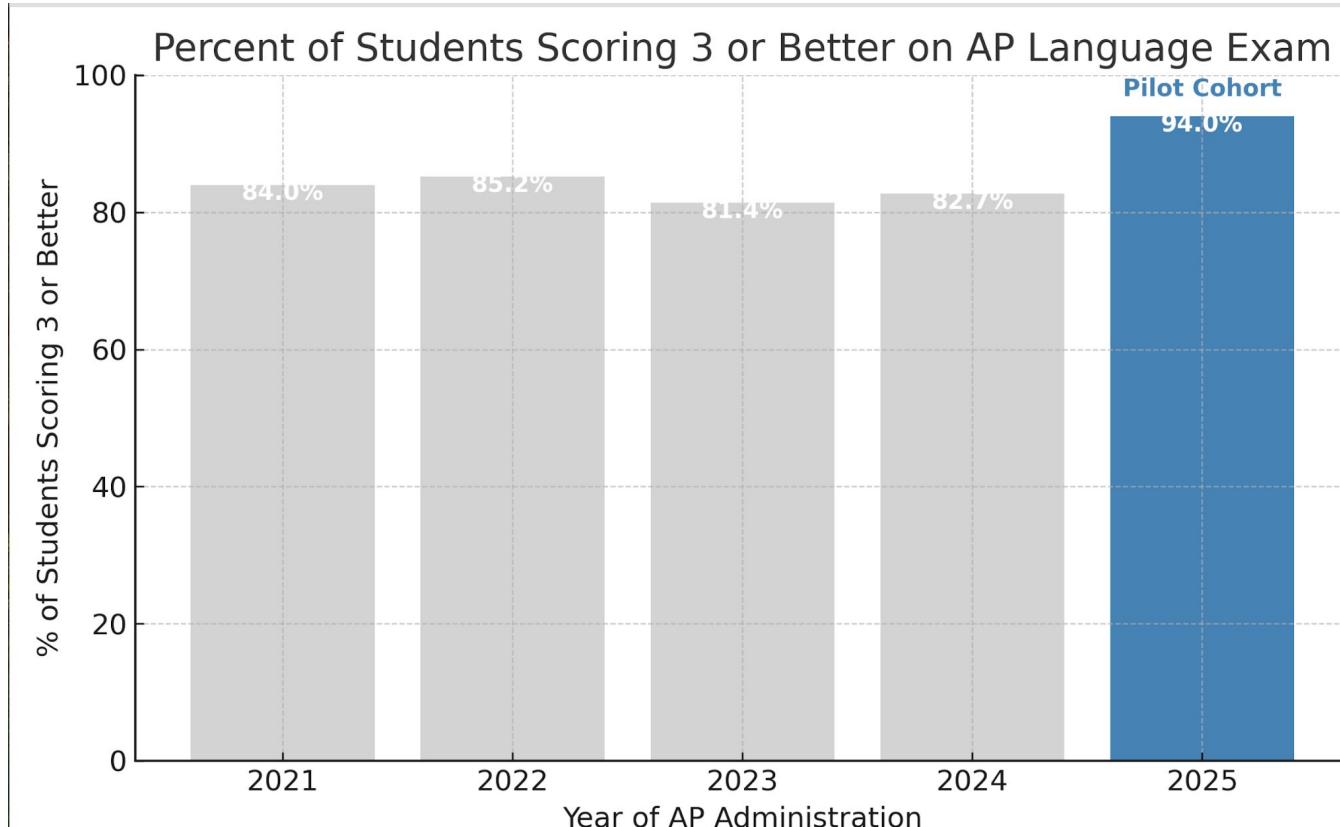
Honors/AP Participation in ELA 11 by Group



ELA Cohort Progress by Honors/AP Participation



Percent of Students Scoring 3+ on AP Lang Exam





Impact Summary

Indicator	Pre (19/20 & 21/22)	Post (22/23 – 24/25)	Change / Impact
Advanced ELA 9 Participation	≈ 48 %	≈ 74 %	+26%
Black / Hispanic Representation	≈ 28 %	≈ 53 %	+25%
IEP Representation	≈ 9 %	≈ 28 %	+19%
Average ELA 9 Grade	≈ 85 %	≈ 88 %	+3%
Grade 11 Honors + AP	70–81 %	86 %	+5–15%
AP Lang Average Score	3.74 (avg)	3.87	+0.13 pts
AP Lang Score 3+	≈ 84%	94%	+14%



Benefits of More Inclusive Grouping

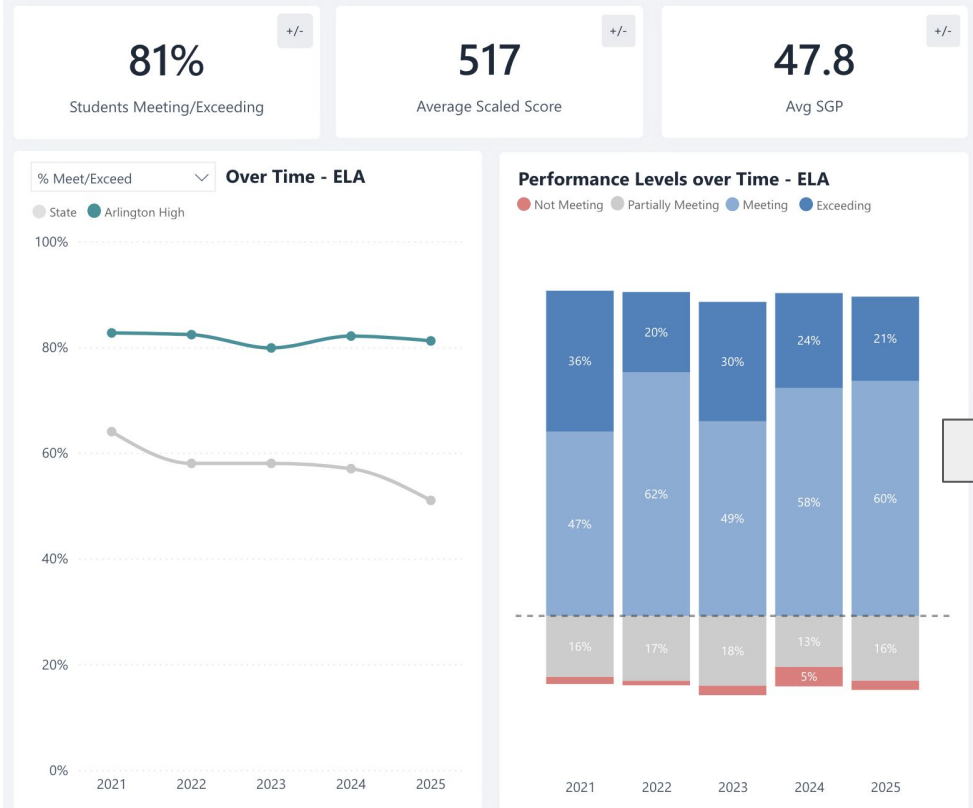
- **Access Expanded:** The proportion of students in rigorous English 9 grew from $\approx$ half to three-quarters of each cohort.
- **Equity Improved:** Black/Hispanic and IEP students now participate in advanced coursework at 2–3 $\times$ their pre-program rates.
- **Achievement Maintained:** Average grades rose modestly, showing increased access $\neq$ lower performance.
- **Pipeline Strengthened:** Students from heterogeneous ELA 9 advance into Honors/AP ELA 11 at or above previous high-track levels.
- **Sustained Rigor:** Grade 11 Honors + AP participation climbed to 86 % without reducing standards or performance.
- **Balance and Efficiency:** We are better able to create balanced classes so that students with specific learning needs are learning on grade level with their peers while receiving support, *and* we are better able to schedule sections in ways that allow for manageable class sizes to support our educators when classes are heterogeneously grouped.



MCAS Outcomes



MCAS Levels SY2019 - SY2025 (Year over Year)



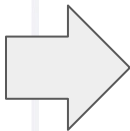
Students Meeting/Exceeding



-1% vs. previous year



+30% vs. state average



Median SGP



+4 vs. previous year



-2 vs. state average



MCAS 2025 Growth, Achievement, and Cohorts

Questions have arisen when growth trends seemed to contradict achievement trends in year-over-year gap analysis. This can look like any of the following in state data:

- There could be an evident improvement in growth for students with IEPs, but a “drop” in growth for students without IEPs compared to the prior year’s cohort.
- Achievement could improve for a focal group or all students, while growth declines.
- Growth could improve for a focal group or all students, while achievement declines.

What explains these apparent discrepancies? Cohort dynamics and state trends.

As we discussed in the 2025 Outcomes Report, year-over-year and cohort data serve different purposes when assessing system-wide achievement, especially when disaggregating the student population into various focal groups for the purposes of measuring progress on equity goals.

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

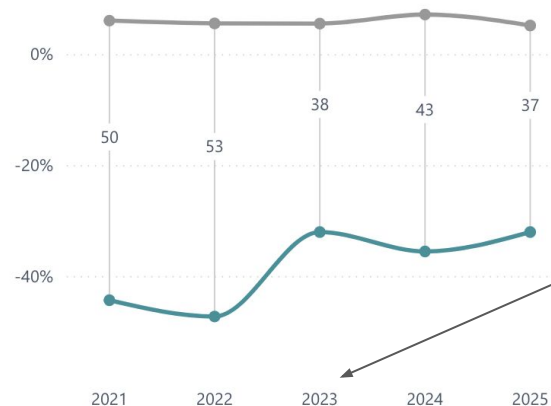


% Meeting/Exceeding Gap for Students

Other Students IEP

ELA Year-over-Year Achievement Gap for Students w/IEPs

% Meeting/Exceeding Gap to All Students



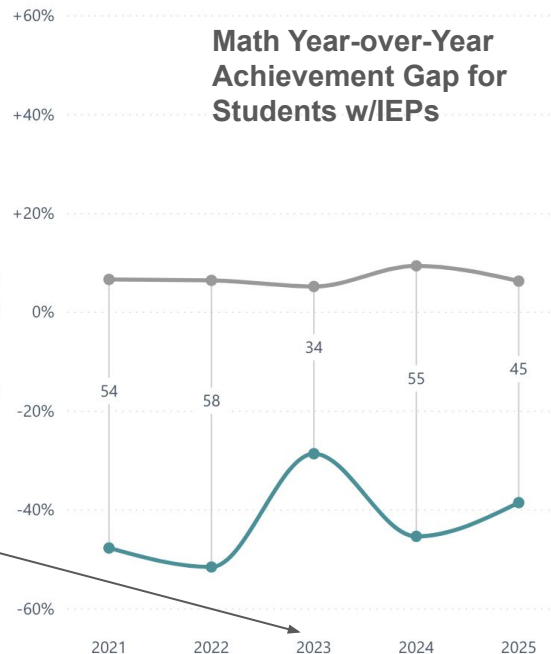
First year of implementation of HGI and “challenge by choice”

% Meeting/Exceeding Gap for Students

Other Students IEP

Math Year-over-Year Achievement Gap for Students w/IEPs

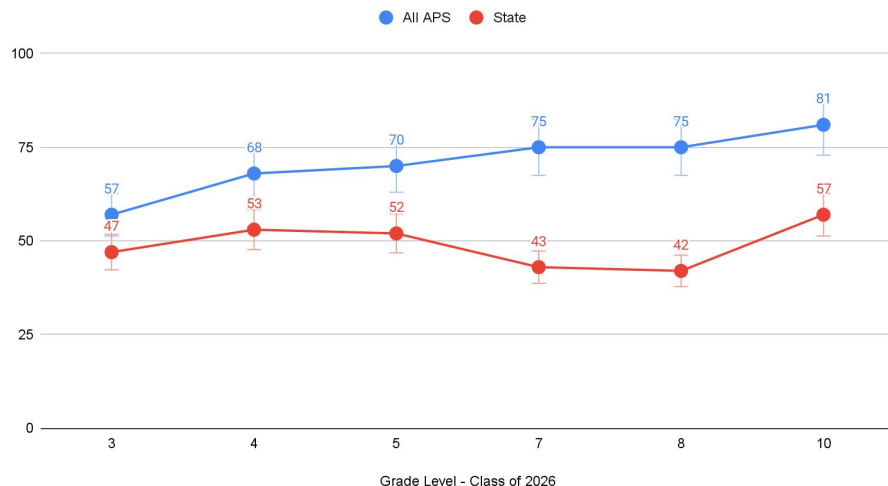
% Meeting/Exceeding Gap to All Students



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

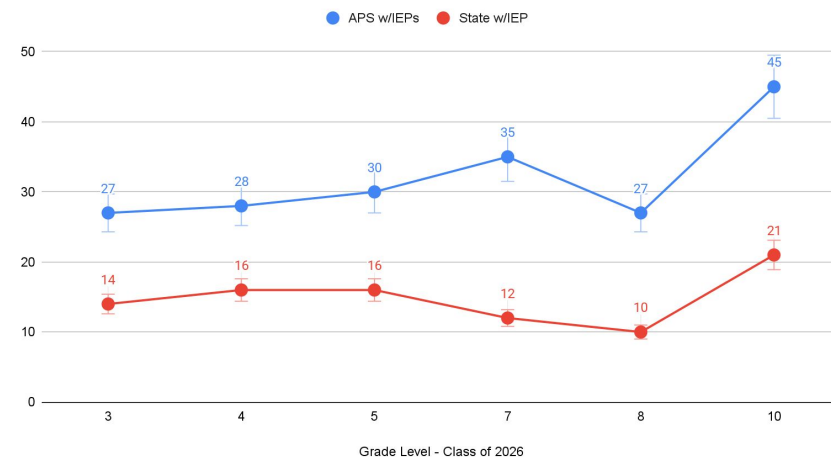


Overall Achievement v. State, Class of 2026, All Students



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).

Achievement v. State, Class of 2027, Students w/IEPs

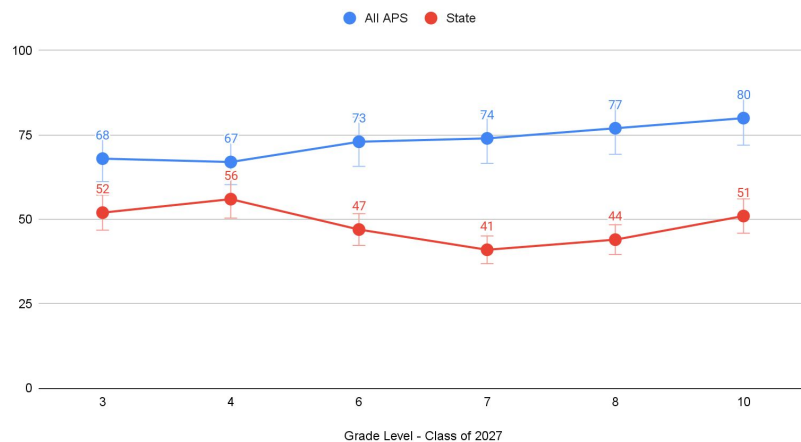


For students with IEPs, cohort outcomes dramatically *improved* for Students with IEPs in 10th after a dip in 8th that mirrored a smaller state-wide dip.

MCAS Outcomes 2019-2024, Cohort Analysis for Class of 2027, All & Ss w/IEPs

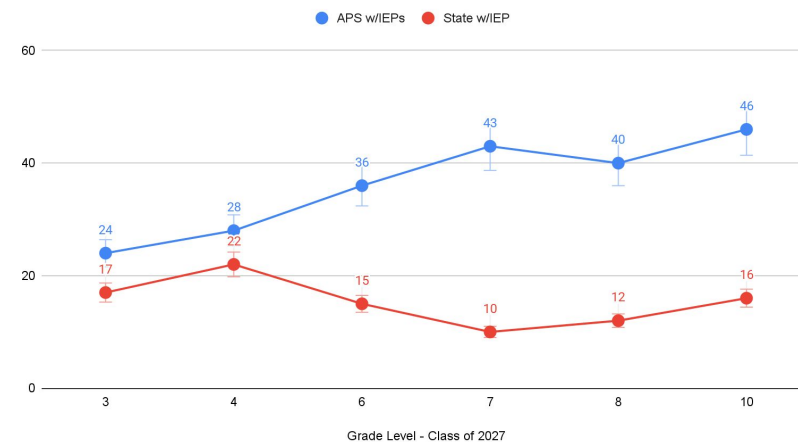


Overall Achievement v. State, Class of 2027, All Students



This shows overall outcomes in ELA for the Class of 2027. Overall cohort outcomes in ELA have steadily improved for Class of 2027 as a whole, while statewide they dipped in middle school, as with the state cohort for 2026. This group's growth may similarly be artificially depressed from grades 7-10 because of more steady improvement over time.

Achievement v. State, Class of 2027, Students w/IEPs

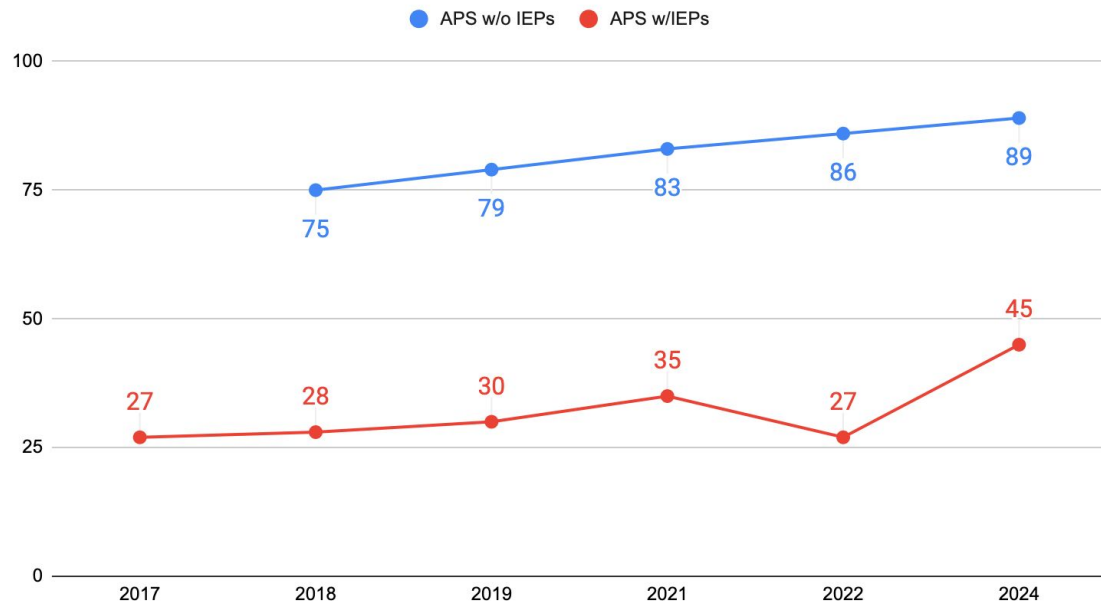


For Arlington students with IEPs in the class of 2027, cohort outcomes **have very dramatically improved over time** for Students with IEPs. This group has seen a 20% climb in the percentage of students Meeting or Exceeding Standards, including a 6-point jump from 8th to 10th. Comparatively, the state has lagged, with declines in achievement for students with IEPs since the pandemic when they were in 4th grade.

Cohort Data: Ss w/IEPs, Ss w/o IEPs Class of 2026



Arlington Class of 2026: Students w/ and w/o IEPs



This shows cohort data for Arlington students with (red) and without (blue) IEPs, for all students enrolled in the Class of 2026 at the time of testing.

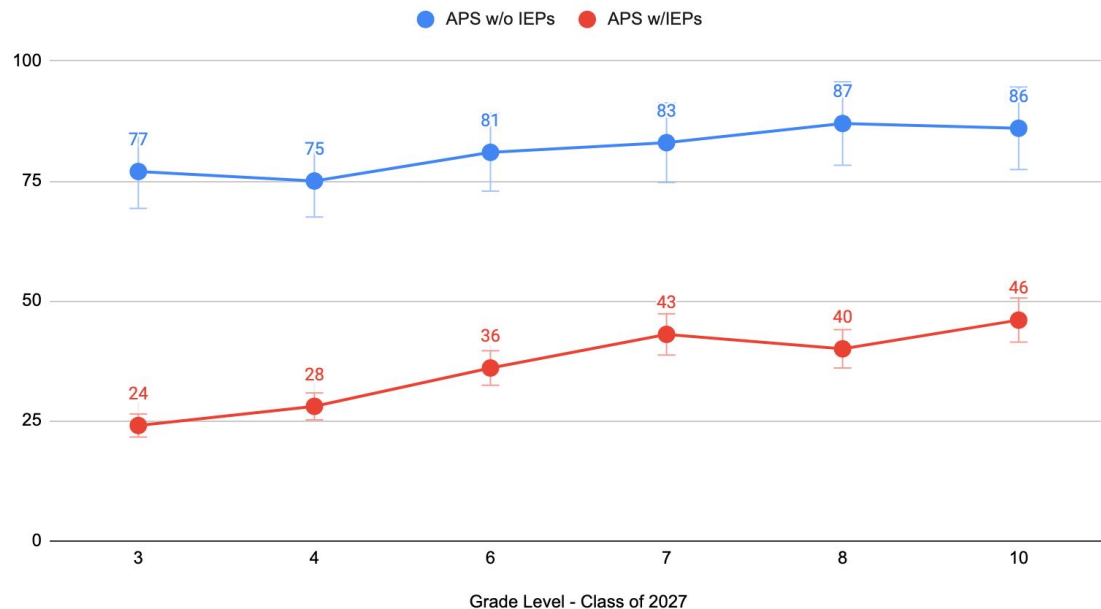
Highlights:

- Very steady improvement for students without IEPs, progressing from 75% M/E in 4th grade to 89% in 10th (no Grade 3 data published by state), a *14% achievement gain over the cohort's time in Arlington.*
- Similarly steady improvement **and gap closing** for students with IEPs, progressing from 28% in 4th grade to 45% in 10th, a *17% achievement gain over the cohort's time in Arlington.*

Cohort Data: Ss w/IEPs, Ss w/o IEPs Class of 2027



Achievement v. State, Class of 2027, Students w/IEPs



This shows cohort data for Arlington students with (red) and without (blue) IEPs, for all students enrolled in the Class of 2027 at the time of testing.

Highlights:

- Steady improvement for students without IEPs, progressing from 77% M/E in 3rd grade to 86% in 10th, a *9% achievement gain over the cohort's time in Arlington.*
- Similarly steady improvement **and even more significant gap closing** for students with IEPs, progressing from 24% in 3rd grade to 46% in 10th, a *22% achievement gain over the cohort's time in Arlington.*



Possible Next Steps

- Heterogeneous grouping for 10th grade ELA in SY26-27
- Students would choose honors or advanced level of learning
- Transcript and GPA weight would reflect the level chosen
- Honors work would entail a higher level of complexity and sophistication in expectations and work on all standards



Teacher Preparation

- Teacher experience and expertise
- HGI Grade 10 Committee
- Spring planning release day (SY 2025-26)
- Summer planning week
- Fall and spring release day (SY 2026-27)
- Consultant support



Teacher Preparation Focus

- Defining expectations for higher level learning (developing rubrics, materials, activities, and assessments). Setting expectations for honors and advanced level work.
- Reviewing and implementing concepts of differentiation and UDL, such as:
 - Effective scaffolds for struggling learners (e.g., graphic organizers, sentence frames) and extension activities (tiering learning menus, literature circles, independent reading) for learners ready for more advanced work.
 - Use of diagnostic and formative assessments to inform instruction
 - How to explicitly teach cooperative and independent learning skills to students.



Outcomes and Evaluation

We would be 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)



Resources 1 of 2

- [AHS Heterogeneous English 9 Evaluation Fall 2025](#)
- [AHS Heterogeneous English 9 Trend Data Fall 2025](#)
- [AHS Grade 9 Heterogeneous CIAA 251030](#)



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 Heterogeneous 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](#)

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Town of Arlington, Massachusetts

Approval of Meeting Minutes - August 5, 2025 and October 7, 2025

Summary:

- CIAA Draft Meeting Minutes - August 5, 2025
- CIAA Draft Meeting Minutes - October 7, 2025

ATTACHMENTS:

	Type	File Name	Description
📎	Minutes	CIAA_DRAFT_Minutes_8-5-2025.pdf	Draft Meeting Minutes - August 5, 2025
📎	Minutes	CIAA_DRAFT_Minutes_10-7-2025.pdf	Draft Meeting Minutes - October 7, 2025

Arlington School Committee
Curriculum Instruction Accountability and Assessment
Subcommittee Meeting
Tuesday, August 5, 2025
2:45 PM

Attendees:

Subcommittee Members: Liz Exton, Paul Schlichtman

Administration: Dr. Liz Homan, Dr. Margaret Thomas, A.C. Vreeland (Doctoral Resident)

Other: Cheryl Miller - Attendee online

L. Exton opened the meeting at 2:51pm.

Job Descriptions - Discussion and Possible Vote

Director of Excellence, Access, and Opportunity
EAO Specialist

Director position rewritten to better represent the job.
Ensure director plays role of mediator - not specialist.
Supervises METCO - Liz H will add.

On a motion by Paul Schlichtman, seconded by Liz Exton, it was voted to recommend both job descriptions, with edits, to the full committee.
2-0 vote in the affirmative.

Old Business

New Business/Future Agenda Items

HGI
School Improvement Plans
DCAP/MTSS
Math Task Force

Adjournment

On a motion by Paul Schlichtman, seconded by Liz Exton, it was voted to adjourn the meeting.
2-0 vote in the affirmative.
Meeting adjourned at 3:23pm.

**Arlington School Committee
Curriculum Instruction Accountability and Assessment
Subcommittee Meeting
Tuesday, October 7, 2025
3:30 PM**

Attendees:

School Committee Members: Liz Exton, Paul Schlichtman , Len Kardon (remote)

Administration: Dr. Ford-Walker, AC Vreeland, Dr. Homan (remote)

Members of the public were present in person and on Zoom.

Liz Exton opened the meeting at 3:35pm.

Update on DCAP/MTSS Plan

Summer: updated DCAP and created plan

Currently working to make sure all understand what is expected of staff.

Dr. Homan and Dr. Ford-Walker are introducing the DCAP & MTSS plan to all schools in district, with a goal of introducing it to all schools by December 2025.

MTSS Working Group worked on the document. Working group includes APS staff & educators. The group is also creating an online resource bank for educators.

Dr. Ford-Walker presented the MTSS plan. See documents attached in NOVUS.

DCAP - now part of MTSS plan

There are MTSS Systems/Structures in place already. This document is intended to get everyone on the same page and includes explicit strategies to include families.

Len Kardon said it was a dense document and should be made more readable for families.

Paul Schlichtman asked when this would be shared with the entire district. The plan is to share the presentation with all schools by December.

Liz Exton asked how the first presentation was received by teachers. Dr. Homan responded that teachers are “with us” and they are working to bring specialists and support staff along.

School Quality Plan-Update on Presentation Plan

All elementary principals will present together.

Middle School and High School will present together.

A member of the public asked to circle back to the MTSS/DCAP and asked about SST referral forms.

Adjournment

On a motion by Paul Schlichtman, seconded by Len Kardon, it was voted to adjourn the meeting. 3-0 vote in the affirmative.

Meeting adjourned at 4:18pm.



Town of Arlington, Massachusetts

Adjournment (L. Exton)