2024 MCAS District-Level Data Review

Spring 2024

MCAS Headlines

RPS is leading the way in Student Growth

RPS was one of only 16 districts across the state to have all three school levels with SGPs above 50 in both ELA and Math, showing above average growth at all levels for our students.

MCAS Headlines

Math Milestones: Elementary and Middle School Math Achievement is on the Rise

Elementary students set a district record in math achievement with 66% of students meeting or exceeding, continuing a 4 year trend of annual increases to achievement. Middle school students narrowed the gap with pre pandemic achievement, showing a high SGP of 59 and increasing the percentage of students meeting/exceeding in Math by 10%.

MCAS Headlines

Parker Middle School is a 2024 School of Recognition

Due to high growth and achievement, Parker Middle School was 1 of only 4 middle schools across the state identified as a school of recognition. In ELA in 2024, Parker students' performance rose to 61% Meeting/ Exceeding from 53% in 2023. In Math in 2024, Parker students' performance rose to 64% Meeting/ Exceeding from 43% in 2023. In 2024, Parker students demonstrated SGPs of 51.6 in ELA and 61.7 in Math and narrowed gaps in achievement for many of our various subgroups of students.

MCAS Headlines

District's Youngest Learners Set the Bar High with Top Percentile Scores in ELA and Math

In 2024, Grade 3 students performed in the 95th percentile in ELA and 98th percentile in math compared to 320 state-wide districts.

Overview of Presentation

1.) Context of Results
2.) Highlights in Results
3.) Focus Areas in Results
4.) Appendix

State (Not RPS) Context for ELA MCAS Results

State-Wide 2024 ELA Results by Grade

	2024					% M or E change compared to	
	% NM	%PM	% ME	% EE	% M or E	2023	2019
Grade 3	18	40	36	6	42	-2	-14
Grade 4	19	45	32	4	37	-3	-15
Grade 5	16	46	32	6	38	-6	-14
Grade 6	25	35	29	11	40	-2	-13
Grade 7	22	42	30	6	36	-4	-12
Grade 8	24	34	32	11	43	-1	-9
Grades 3-8	21	40	32	7	39	-3	-13
Grade 10	12	31	43	14	57	-1	-4

State (Not RPS) Context for Math MCAS Results

State-Wide 2024 Math Results by Grade

	2024					% M or E change compared to	
	% NM	%PM	% ME	% EE	% M or E	2023	2019
Grade 3	20	35	35	10	44	+3	-5
Grade 4	16	38	38	8	46	+1	-4
Grade 5	14	46	34	6	40	-1	-8
Grade 6	17	43	33	7	40	-1	-12
Grade 7	19	44	30	8	37	-1	-11
Grade 8	19	42	31	8	38	0	-8
Grades 3-8	18	42	33	8	41	0	-8
Grade 10	13	39	36	12	48	-2	-11

RPS School Accountability Percentiles

School	2012	2013	2014	2015	2016	2017*	2018	2019	2020+	2021+	2022	2023	2024
Alice M Barrows	71	76	73	74	65	-	74	82	-	-	86	89	**92**
Birch Meadow	64	64	57	65	66	-	75	72	-	-	79	87	**88**
J Warren Killam	76	68	63	54	65	-	78	81	-	-	75	81	74
Joshua Eaton	75	69	52	66	67	-	81	86	-	-	91	92	90
Wood End	80	77	65	74	74	-	77	75	-	-	80	88	**89**
Arthur W Coolidge	88	85	76	78	78	-	91	92	-	-	94	90	88
Walter S Parker	89	82	75	82	85	-	77	67	-	-	72	62	76
Reading Memorial High School	73	74	70	71	77	76	52	62	-	-	82	85	**85**

Accountability Indicator Weightings for Non-High Schools

Indicator	Measures	Weighting (3:1)	
		With data for the EL Progress Indicator	Without data for the EL Progress Indicator
Achievement	• ELA, math, and science achievement	60%	67.5%
Student growth	• ELA and math SGP	20%	22.5%
Progress toward English proficiency	• Progress made by students toward attaining English language proficiency	10%	--
Additional indicators	• Chronic absenteeism	10%	10%

Accountability Indicator Weightings for High Schools

Indicator	Measures	Weighting (3:1)	
		With data for the EL Progress Indicator	Without data for the EL Progress Indicator
Achievement	• ELA, math, and science achievement	40%	47.5%
Student growth	• ELA and math SGP	20%	22.5%
High school completion	• Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate	20%	20%
Progress toward English proficiency	• Progress made by students toward attaining English language proficiency	10%	--
Additional indicators	• Chronic absenteeism • Advanced coursework completion	10%	10%

State Rank Order for ELA and Math % Meeting/Exceeding by Grade

	ELA % Proficient Rank	Math % Proficient Rank	# of Districts
Grade 3	17	7	320
Grade 4	73	83	320
Grade 5	20	44	320
Grade 6	28	39	339
Grade 7	34	65	339
Grade 8	57	49	339
Grade 10	67	63	304

Note: While grade 4 is ranking 73 in ELA and 83 in math, it's noteworthy that this cohort, as 3rd graders, ranked 123 in ELA and 96 in math.

Reading ranks among Reading Finance Committee 24 comparable districts for SGP and Scaled Score

	ELA scaled score	ELA SGP	Math scaled score	Math SGP
Elementary	**9** (9)	**7** (2)	**11** (15)	**7** (8)
Middle School	**9** (11)	**17** (20)	**10** (16)	**2** (23)
High School	**13** (11)	**11** (12)	**13** (10)	**9** (4)

Note: previous year rank in parentheses

FinCom 24 comparable districts: Andover, Bedford, Belmont, Burlington, Canton, Danvers, Dedham, Lynnfield, Mansfield, Marshfield, Milton, Natick, North Andover, North Reading, Reading, Shrewsbury, Stoneham, Tewksbury, Wakefield, Walpole, Westborough, Westford, Wilmington, Winchester

*See Appendix for Per Pupil Spending between Finance Committee Comparable Districts

Highlights

1.) Student Growth Percentiles
2.) Math Growth and Achievement in K-8
3.) Parker Middle School - 2024 School of Recognition

Highlights

1.) **Student Growth Percentiles**
2.) Math Growth and Achievement in K-8
3.) Parker Middle School - 2024 School of Recognition

Highlights of Student Growth Percentiles

- In 2024, all three school levels (elementary, middle, high) had SGPs above 50 in both ELA and Math.
- The MS Math showed an SGP of 59 this year, up from an SGP of 43.2 in 2023.
- RPS was one of only 15 districts to have all three school levels with SGPs above 50 in both ELA and Math.

This data shows students are demonstrating above average growth at all levels, in both ELA and math, when compared to their similar performing peers.

Student growth percentile (SGP)

Student Growth Percentiles (SGPs) provide a measure of the degree to which a student's achievement has changed from the prior year(s) to the current year, in comparison to other students in the same grade who performed similarly in the past. SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. An SGP greater than 50 indicates that the student's growth was greater than the majority of their comparable peers.

Student Growth Percentiles By Level Over Time

ELA SGP

School	2018	2019	2021	2022	2023	2024
Elementary	52.0	50.4	41.1	54.7	62.0	56.4
Middle School	58.9	54.8	42.2	58.0	48.9	51.9
High School	33.3	46.5	52.7	53.8	52.7	52.6
Overall	*52.9*	*52.0*	*44.1*	*56.3*	*54.1*	*53.7*

Math SGP

School	2018	2019	2021	2022	2023	2024
Elementary	51.2	55.2	43.6	53.6	56.7	**58.3**
Middle School	61.0	53.4	28.4	57.4	43.2	59.0
High School	40.2	50.1	32.9	59.4	64.0	54.0
Overall	*54.8*	*53.5*	*32.5*	*56.5*	*50.9*	***58.0***

Student Growth Percentiles by Elementary School Over Time

ELA SGP

Average SGP (ELA)

56.3

School	2018	2019	2021	2022	2023	2024
Barrows	43.8	45.3	45.2	59.6	62.9	61.4
Birch Meadow	49.6	46.2	34.9	53.2	66.6	59.4
Joshua Eaton	60.7	57.1	51.6	59.5	58.8	54.3
Killam	52.2	54.2	38.5	45.7	57.4	48.8
Wood End	51.8	48.4	33.8	57.7	66.6	60.1

Math SGP

Average SGP (Math)

58.3

School	2018	2019	2021	2022	2023	2024
Barrows	48.2	60.6	40.1	51.7	56.4	**64.3**
Birch Meadow	45.3	45.5	37.8	63.8	66.0	65.2
Joshua Eaton	58.3	57.3	40.4	51.9	50.5	54.5
Killam	52.7	58.6	47.7	50.3	52.2	43.6
Wood End	49.6	54.5	54.5	49.7	61.1	**69.2**

Student Growth Percentiles by Middle School Over Time

ELA SGP

Average SGP (ELA)

52

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	67.3	63.6	44.6	67.6	56.0	52.3
Walter S Parker	51.9	47.8	40.2	50.2	42.5	51.6

Math SGP

Average SGP (Math)

59.2

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	65.1	61.5	32.0	64.7	51.1	56.3
Walter S Parker	57.5	47.0	25.6	51.5	35.9	**61.7**

Factors Contributing to Student Growth Percentiles

Implementation of High-Quality, Research-Based Curriculum and Assessments

HQ Programs Adopted
- Grades K-5 ELA: ARC Core
- Grades 6-8: Amplify
- Grades K-6 Math: Illustrative Math
- Grades 7 - Algebra II: enVision Mathematics

District Assessments in Use

- iReady Math and ELA assessments in grades 6-8
- Formative ELA assessment (IRLA) in grades K-5

Factors Contributing to Student Growth Percentiles

Robust Professional Development for Teachers and Leaders

- Professional learning opportunities for building leaders focused on leading school improvement using data and data systems.
- Professional development has shifted from a focus on program components into teaching practices and deepening of content area knowledge.
- Professional learning has been bolstered and personalized through the use of two new Reading K-8 Math Instructional Coach positions and continued literacy coaching through ARC (10 days per elementary school).
- All high school teachers participated in a yearlong PD course of their choice (5 courses were offered).

Leveraging Systems and Structures

- Utilized Curriculum Implementation Teams to monitor and support high-quality curriculum implementation in elementary and middle schools.
- Initiated peer observation routines for middle school math teachers at Parker.
- Increased support for high school teachers through Dept. Head observations and feedback.

Highlights

1.) Student Growth Percentiles
2.) Math Growth and Achievement in K-8
3.) Parker Middle School - 2024 School of Recognition

Highlights of Math Growth and Achievement in K-8

- Elementary Math showed an SGP of 58.3, which is the third year in a row with an SGP over 50.
- High growth for elementary math is translating into higher student achievement for elementary students as evidenced by 66% of students meeting/exceeding in math in 2024, up from 60% in 2023 and 58% in 2022.
- MS Math showed an SGP of 59 and increased the percentage of students meeting/exceeding in Math by 10% (62% in 2024 from 52% in 2023).

Highlights of Math Growth in K-8

Math SGP by Level

Level	2018	2019	2021	2022	2023	2024
Elementary	51.2	55.2	43.6	53.6	56.7	58.3
Middle School	61.0	53.4	28.4	57.4	53.2	59.0

Highlights of Math Achievement in K-8

Math % Meeting/Exceeding by Level

Level	2018	2019	2021	2022	2023	2024
Elementary	61%	63%	55%	58%	60%	66%
Middle School	67%	66%	45%	59%	52%	62%

Math Achievement by School

% Students Proficient (Math)

66% +7% vs. previous year

School	2018	2019	2021	2022	2023	2024
Alice M Barrows	62%	69%	62%	59%	59%	71%
Birch Meadow	63%	63%	41%	52%	53%	59%
J Warren Killam	55%	58%	51%	56%	59%	62%
Joshua Eaton	62%	67%	61%	63%	68%	73%
Wood End	63%	57%	60%	59%	59%	67%

% Students Proficient (Math)

62% +10% vs. previous year

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	73%	73%	49%	67%	61%	60%
Walter S Parker	62%	60%	42%	52%	43%	64%

Student Growth Percentiles in Math by School Over Time

Math SGP

Average SGP (Math)

58.3

School	2018	2019	2021	2022	2023	2024
Barrows	48.2	60.6	40.1	51.7	56.4	**64.3**
Birch Meadow	45.3	45.5	37.8	63.8	66.0	65.2
Joshua Eaton	58.3	57.3	40.4	51.9	50.5	54.5
Killam	52.7	58.6	47.7	50.3	52.2	43.6
Wood End	49.6	54.5	54.5	49.7	61.1	**69.2**

Math SGP

Average SGP (Math)

59.2

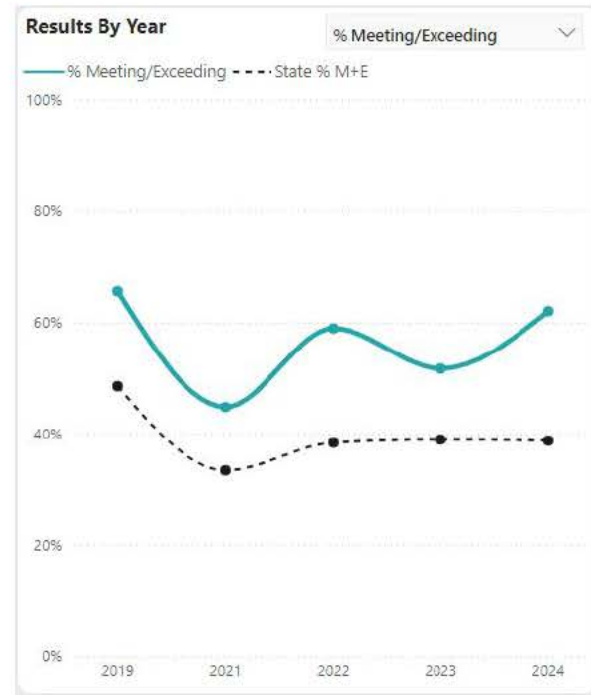| School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	65.1	61.5	32.0	64.7	51.1	56.3
Walter S Parker	57.5	47.0	25.6	51.5	35.9	**61.7**

Reading vs. State % Meeting/Exceeding Math - Spring 2024

Elementary level
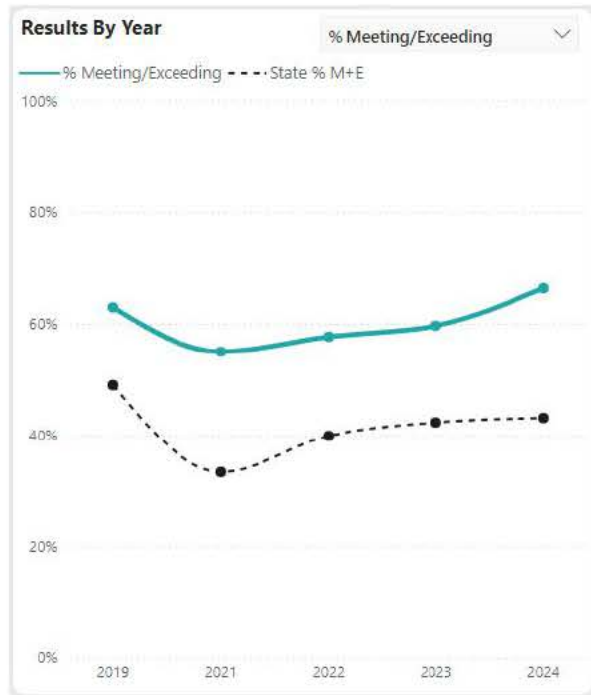
Middle School level

Factors Contributing to Math Growth and Achievement

Implementation of High-Quality, Research-Based Curriculum
In K-6, Illustrative Math is utilized as the core curriculum, and teachers have adopted instructional practices aligned with identified best practices in mathematics.

Robust Professional Development for Teachers and Leaders
New K-8 Math Coach positions were launched in Aug. 2023. During the 2023-24 school year, coaches co-planned with teachers, modeled math instruction,observed and gave feedback to teachers and facilitated data meetings. Coaches also supported targeted training and led professional learning, including onboarding for new teachers.

The middle school math department focused professional learning on a Building Thinking Classrooms approach, incorporating evidence-based instructional practices that increase student engagement. Additionally, middle school math teachers received training in utilizing the iReady (assessment) platform and using iReady results to goal set with students.

Factors Contributing to Math Growth and Achievement

Leveraging Systems and Structures

An IM Implementation Team met throughout the school year with representatives K-6, Special educators and MLL teacher. The goals for the team were to create feedback loops in order to support teachers and to advance curriculum implementation.

Parker piloted a peer observation structure in the math department. Peer observations allowed teachers to learn from each other. Teachers were trained in a structure for observations intended to yield strong benefits. This practice will be expanded to Coolidge Middle School in the 24/25 school year.

Parker used iReady data to target intervention based on specific skill gaps during team time.

Highlights

1.) Student Growth Percentiles
2.) Math Growth and Achievement in K-8
3.) Parker Middle School - 2024 School of Recognition

Parker Middle School - 2024 School of Recognition

Due to high growth and achievement, Parker Middle School was 1 of only 4 middle schools across the state identified as a school of recognition.

- In ELA in 2024, Parker students' performance rose to 61% Meeting/ Exceeding from 53% in 2023.
- In Math in 2024, Parker students' performance rose to 64% Meeting/ Exceeding from 43% in 2023.
- In 2024, Parker students demonstrated SGPs of 51.6 in ELA and 61.7 in Math.

% Meeting/Exceeding at Parker Middle School

ELA
Math

	2023	2024
ELA	53%	61%
Math	43%	64%
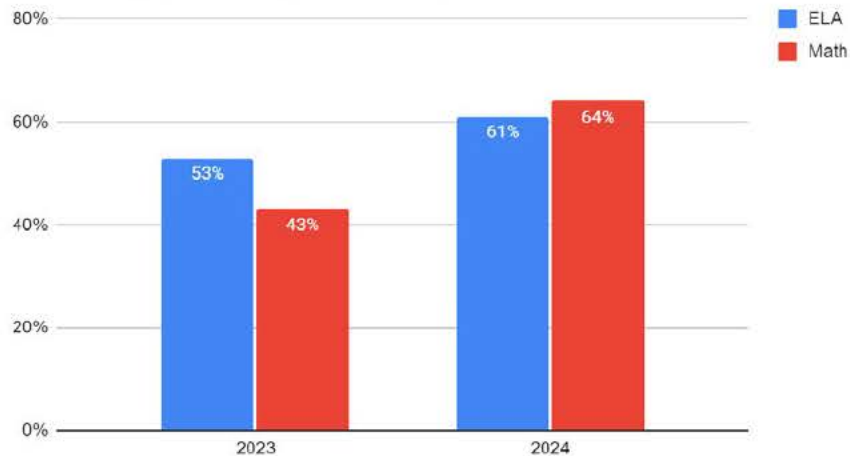
Parker Middle School Results over Time

ELA SGP

School	2018	2019	2021	2022	2023	2024
Walter S Parker	51.9	47.8	40.2	50.2	42.5	51.6

Math SGP

School	2018	2019	2021	2022	2023	2024
Walter S Parker	57.5	47.0	25.6	51.5	35.9	**61.7**

ELA % Meeting/Exceeding

School	2018	2019	2021	2022	2023	2024
Walter S Parker	67%	65%	59%	58%	53%	61%

Math % Meeting/Exceeding

School	2018	2019	2021	2022	2023	2024
Walter S Parker	62%	60%	42%	52%	43%	**64%**

Middle School Achievement Over Time

ELA % Meeting/Exceeding

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	77%	77%	66%	70%	71%	65%
Walter S Parker	67%	65%	59%	58%	53%	61%

Math % Meeting/Exceeding

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	73%	73%	49%	67%	61%	60%
Walter S Parker	62%	60%	42%	52%	43%	64%

Factors Contributing to Parker Results

In response to low growth and achievement at Parker in 2023 and the ongoing gap in achievement between Parker and Coolidge, the 2023 MCAS presentation listed Parker Middle School growth and achievement as areas of focus for the 2023-2024 school year.

We are encouraged that Parker has been recognized by the state for their work in raising growth and achievement rates. For the first time in a decade, Parker outperformed Coolidge in two grade levels in math and one grade level in ELA. You can click here to see a summary of the supports and action steps implemented at Parker Middle School during the 23/24 school year, as communicated in June 2024 to the school committee.

Focus Areas

1.) Overall MCAS Achievement and Performance
2.) Achievement Gap

Focus Areas

1.) Overall MCAS Achievement and Performance
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Overall MCAS Achievement and Performance

Important Points

- Overall, 64% of students district-wide are meeting or exceeding expectations in ELA.
- Overall, 65% of students district-wide are meeting or exceeding expectations in math.
- Despite significant increases in SGP and school percentiles, percent proficiency has not yet reached pre-pandemic levels in most levels/content areas.
- Overall achievement and proficiency levels remain primarily in the middle of FinCom comparable communities.
- We are committed to all students demonstrating mastery.

% Meeting/Exceeding by Level

ELA % Meeting/Exceeding by Level

Level	2018	2019	2021	2022	2023	2024
Elementary	66%	66%	69%	60%	61%	62%
Middle School	71%	70%	62%	64%	62%	63%
High School		71%	85%	79%	77%	75%

Math % Meeting/Exceeding by Level

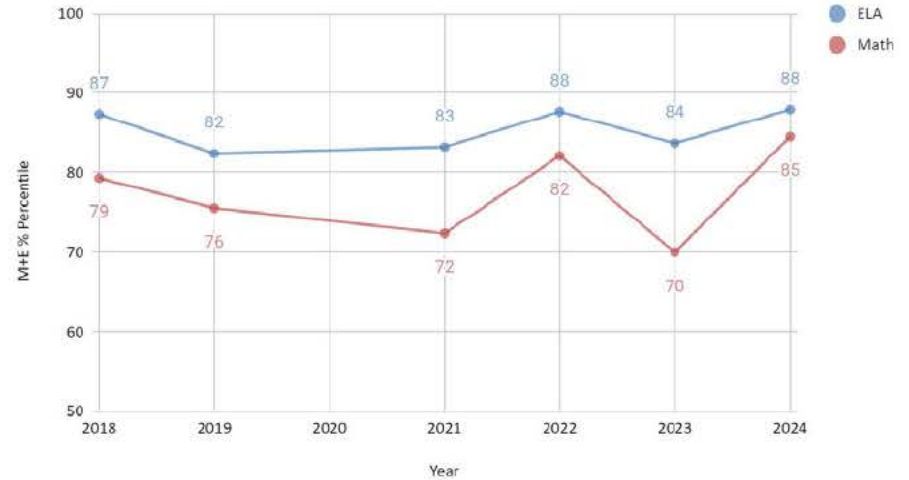| Level	2018	2019	2021	2022	2023	2024
Elementary	61%	63%	55%	58%	60%	66%
Middle School	67%	66%	45%	59%	52%	62%
High School		75%	73%	70%	77%	69%

Reading Percentile Rank for % Meeting/Exceeding by Year

% Meeting/Exceeding state-wide percentiles, grade 3-5
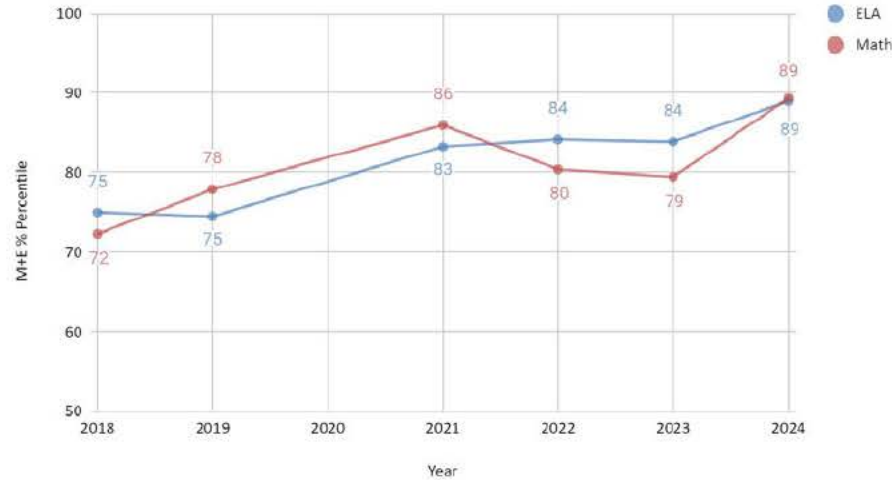
% Meeting/Exceeding state-wide percentiles, grade 6-8

For grades 3-5, Reading had a higher percentage of students Meeting/Exceeding than 89% of districts in the state in both ELA and Math.

For grades 6-8, Reading had a higher percentage of students Meeting/Exceeding than 88% of districts in state in ELA and 85% of districts in Math.

Next Steps to address MCAS Achievement

The RPS 2023-2026 Strategic Plan contains strategic objectives aimed at improving achievement and growth for ALL students. The following areas are aligned with important initiatives in the plan.

Professional Learning that is coherent, differentiated and supports the use of high-quality curriculum

- Teachers of kindergarten to grade 2 are participating in a yearlong, curriculum agnostic course in foundational reading skills aimed at bolstering this essential part of literacy instruction for all students.
- Grades 6-8 teachers are receiving training and support in literacy instruction from Hill for Literacy focused on implementation of Amplify ELA using strong instructional practices
- Middle school and high school teachers are receiving content-centered professional learning throughout the year to strengthen instructional practices.
- High school teachers will select one of eight year-long professional development courses all of which are focused on improving outcomes for students.

Next Steps to address MCAS Achievement

Improved Systems and Structures

- The district data team will continue to closely monitor assessment measures and work with building leaders on interventions and supports.
- Twice monthly district leadership team meetings will focus on using building-based teams to leverage school improvement goals and initiatives.
- A continued focus on professional learning for building leaders through individual coaching and/or professional learning communities to support implementation of instructionally-related SIP goals.
- Grades 6-8 adopted a high-quality literacy curricular resource beginning in the 2024-25 school year.
- The Secondary Science Curriculum Review Team will continue its work with middle school teachers, field testing part of a new resource in the spring while participating in ongoing PD.
- The K-8 Math Coach positions will widen their coaching offerings this year to engage more staff in this customizable and highly effective support.
- All staff will continue to be offered job-embedded professional learning through the MLL coordinator, special education literacy coach, and inclusion specialist.

Focus Areas

1.) Overall MCAS Achievement and Performance
2.) Achievement Gap

Achievement Gap Overview

In 2024, SGPs by student group were above 50 in most cases in both ELA and Math across grade levels. In many cases, these SGPS were the highest they have been in recent history. Some student group highlights include:

- All elem. groups had SGPs above 50 in both math and ELA, except Black/African American students (ELA - 42.1) (Math - 48.4) and Low income students (Math - 49.2).
- All MS groups had SGPs above 50 in math and most were above 50 in ELA, except students with IEPs(49.3) and Hispanic/Latino students (47.1).

However,
- Generally, HS subgroups did not demonstrate as high of growth as the elementary and middle levels.
- Despite SGPs above 50, the gap in achievement between subgroups and "all students" has persisted, and in some cases, widened.

Elementary SGP By Group

Average SGP, ELA

Population	2018	2019	2021	2022	2023	2024	
All students	52.3	50.4	41.4	54.5	62.1	56.3	(n=629)
Students w/ Disabilities	40.7	43.0	31.0	51.0	50.3	**51.5**	(n=138)
Low Income	41.8	43.3	38.6	46.4	50.3	**50.4**	(n=84)
High Needs	42.3	44.6	36.2	50.1	52.0	**52.1**	(n=194)
Black/Afr Amer	47.5	46.3	28.5	33.4	55.8	42.1	(n=20)
Asian	55.3	62.2	53.0	58.8	58.4	58.5	(n=31)
Hispanic/Latino	48.7	53.5	30.0	43.7	63.6	59.9	(n=40)

Average SGP, Math

Population	2018	2019	2021	2022	2023	2024	
All students	51.3	55.2	43.9	53.4	56.7	**58.3**	(n=635)
Students w/ Disabilities	47.2	47.9	42.1	49.5	52.4	**55.2**	(n=141)
Low Income	45.4	47.8	26.4	47.2	53.2	49.2	(n=87)
High Needs	45.2	49.0	40.8	49.6	54.1	**55.0**	(n=200)
Black/Afr Amer	51.8	49.2	21.7	42.4	58.9	48.4	(n=21)
Asian	53.3	61.2	55.8	63.4	57.8	63.1	(n=31)
Hispanic/Latino	55.0	53.0	27.8	57.5	57.7	53.0	(n=40)

Elementary Achievement By Group

% Students Meeting/Exceeding, ELA

Population	2018	2019	2021	2022	2023	2024
All students	66%	66%	68%	60%	61%	62%
Students w/ Disabilities	25%	26%	32%	27%	20%	22%
Low Income	43%	43%	45%	38%	35%	30%
High Needs	33%	34%	40%	33%	27%	28%
Black/Afr Amer	35%	23%	25%	21%	37%	23%
Asian	74%	76%	78%	75%	75%	63%
Hispanic/Latino	42%	48%	47%	49%	46%	**54%**

% Students Meeting/Exceeding, Math

Population	2018	2019	2021	2022	2023	2024
All students	61%	63%	55%	57%	60%	**66%**
Students w/ Disabilities	19%	22%	20%	20%	21%	**28%**
Low Income	33%	33%	18%	28%	32%	**33%**
High Needs	26%	29%	26%	26%	28%	**35%**
Black/Afr Amer	19%	26%	24%	13%	17%	**27%**
Asian	82%	79%	63%	75%	80%	**84%**
Hispanic/Latino	47%	57%	26%	38%	44%	56%

Middle School SGP By Group

Average SGP, ELA

Population	2018	2019	2021	2022	2023	2024	
All students	59.0	54.9	42.1	57.9	48.9	52.0	(n=841)
Students w/ Disabilities	52.6	55.6	36.9	55.4	47.5	49.3	(n=168)
Low Income	59.4	49.0	40.3	54.1	44.1	50.3	(n=99)
High Needs	56.5	53.4	37.8	53.6	47.2	50.9	(n=240)
Black/Afr Amer	52.1	53.5	44.7	52.7	51.1	53.4	(n=26)
Multiple races	64.2	69.5	43.1	52.6	46.5	54.6	(n=30)
Asian	67.0	51.4	54.4	56.1	55.9	62.5	(n=29)
Hispanic/Latino	69.9	49.8	39.4	45.6	48.3	47.1	(n=34)

Average SGP, Math

Population	2018	2019	2021	2022	2023	2024	
All students	61.0	53.5	28.4	57.5	43.2	59.2	(n=843)
Students w/ Disabilities	59.9	49.8	27.5	56.0	43.8	56.7	(n=167)
Low Income	56.9	51.0	26.3	51.8	39.1	**59.0**	(n=100)
High Needs	58.8	51.4	26.5	55.9	43.6	57.3	(n=242)
Black/Afr Amer	56.8	55.1	25.9	55.1	35.0	**62.4**	(n=27)
Multiple races	62.0	56.3	28.6	60.2	45.3	**64.5**	(n=30)
Asian	61.6	58.9	36.8	66.5	51.4	64.6	(n=29)
Hispanic/Latino	58.6	61.5	17.1	56.1	40.3	55.2	(n=34)

Middle School Achievement By Group

% Students Meeting/Exceeding, ELA

Population	2018	2019	2021	2022	2023	2024
All students	71%	70%	62%	63%	62%	63%
Students w/ Disabilities	27%	32%	23%	25%	24%	20%
Low Income	50%	39%	32%	35%	34%	33%
High Needs	39%	37%	28%	29%	30%	27%
Black/Afr Amer	46%	30%	40%	21%	18%	19%
Multiple races	76%	77%	65%	81%	67%	69%
Asian	83%	81%	88%	73%	74%	74%
Hispanic/Latino	54%	45%	36%	42%	52%	38%

% Students Meeting/Exceeding, Math

Population	2018	2019	2021	2022	2023	2024
All students	67%	65%	45%	59%	52%	62%
Students w/ Disabilities	21%	21%	11%	21%	19%	22%
Low Income	41%	35%	14%	29%	20%	33%
High Needs	31%	29%	12%	25%	22%	30%
Black/Afr Amer	33%	26%	20%	16%	7%	11%
Multiple races	67%	70%	53%	59%	60%	63%
Asian	80%	83%	69%	59%	60%	88%
Hispanic/Latino	46%	48%	20%	46%	24%	38%

High School SGP By Group

Average SGP, ELA

Population	2019	2021	2022	2023	2024	
All students	46.7	52.6	53.8	52.5	52.6	(n=257)
Students w/ Disabilities	39.1	52.8	55.5	50.6	37.1	(n=56)
Low Income	38.9	43.7	54.8	37.5	47.9	(n=42)
High Needs	39.6	48.4	55.1	45.9	41.6	(n=79)

Average SGP, Math

Population	2019	2021	2022	2023	2024	
All students	50.0	32.8	59.5	64.0	54.1	(n=255)
Students w/ Disabilities	43.2	38.0	55.8	64.8	48.8	(n=55)
Low Income	46.7	22.5	49.9	69.2	48.3	(n=41)
High Needs	47.0	30.9	54.9	66.6	48.6	(n=77)

High School Achievement By Group

% Students Meeting/Exceeding, ELA

Population	2019	2021	2022	2023	2024
All students	70%	86%	79%	77%	75%
Students w/ Disabilities	24%	42%	48%	46%	20%
Low Income	36%	67%	64%	40%	42%
High Needs	34%	52%	57%	46%	34%

% Students Meeting/Exceeding, Math

Population	2019	2021	2022	2023	2024
All students	75%	74%	70%	76%	69%
Students w/ Disabilities	20%	26%	18%	34%	12%
Low Income	37%	46%	53%	56%	34%
High Needs	37%	35%	37%	43%	27%

Next Steps to Address Achievement Gaps

- The district-data team continues to closely monitor assessment measures for all groups of students to support and adjust curriculum implementation and professional development to address gaps.
- Data is regularly reviewed with building leaders disaggregated by students group and support is given to plan interventions targeted for groups with achievement gaps.
- Specific curricular resources continue to be identified to target groups with achievement gaps. For example, Amplify ELA (grades 6-8) has embedded supports that allow students to receive differentiated supports in the digital platform.
- The following slides outline some examples of the many initiatives, programs and supports underway to support student groups experiencing achievement gaps.

Next Steps to Address Achievement Gaps for MLL Students

- SEI coaching by the MLL Coordinator will continue and be expanded during the 2024-25 school year.
- Collaborative meetings for literacy specialists and ESL teachers to review literacy supports for MLL students will be established.
- ESL teachers are piloting new ESL curriculum with likely adoption in 2025-26. The new program will be aligned with the most recent WIDA standards.
- A Student Success Plan will be created by a school-based team for each MLL students not making adequate progress on ACCESS.
- RPS is offering a new optional course for teachers focused on implementing the DESE's Blueprint for English Learner Success as a tool for improving outcomes for MLL students.

Next Steps to Address Achievement Gaps for Students with IEPs

- Continued implementation of the recommendations of the special education program reviews.

- Systems and structures supporting general education and special education collaboration will be a focus with the goal of improving practices that best support students with disabilities in the general education classroom.

- A Program Coordinator position was added for REACH, EMBARC, LIFT, SAIL and SOAR to support vertical alignment in instructional practices, data collection and curricular resources.

- The Program Coordinator for LEAD will continue to align literacy assessments, curricular materials and instructional practices vertically and horizontally.

- The Inclusion Specialist will offer supports to teachers in the use of best practices so all students can access curriculum in least restrictive environment.

- Special education leaders will utilize consultation with special education teachers to ensure specially designed instruction is fully aligned with student learning profile and disability type.

Next Steps to Address Achievement Gaps for Black/African American Students

- Based on the METCO Blueprint 2.0 - Commitment #6 - Equity-Focused Practice for Accelerating Academic Development, a focus for 24/25 is calibrating on best practices for accelerating learning for Black and African American students.
- A data dashboard for Boston resident students has been created and will be used to monitor student progress. METCO Coordinators/Adjustment Counselors will begin utilizing this data to provide academic counseling for Boston resident students and families in supporting student learning.
- METCO Coordinators/Adjustment Counselors will refine school-based initiatives that bolster sense of belonging for Black and African American students.
- Targeted supports for Boston resident students will be provided through tutoring.
- Summer tutoring programs will be refined to better serve Black and African American students and increase the number of students in attendance.

Next Steps to Address Achievement Gaps for Low Income Group

- RPS will continue to focus on school attendance supports and ensuring students are in school to receive high-quality instruction.
- The addition of a breakfast program at each school and continued improvement in the lunch program will ensure all students have access to delicious and nutritious food at school.
- Summer Math modules for middle school students will be refined and improved, allowing all students to access free math activities and practice over the summer to reduce regression.

Appendix

Proficiency by grade-level cohorts

ELA

Math

Accountability Indicators for All Districts and Schools

Achievement in ELA, mathematics, and science

In all schools, each school's and student group's MCAS achievement is measured separately by gradespan for ELA, mathematics, and science. Achievement results are reported as the school's or group's average composite scaled score on the Next Generation MCAS assessments. The average composite scaled score includes data for each student who was enrolled in the school as of October 1 of the same school year, and who participated in the Next Generation MCAS or MCAS-Alt assessments, except for first year ELs. Students with disabilities who participated in the MCAS-Alt are assigned a scaled score and are included in school and student group achievement results according to the table below. To report achievement results for a school or student group, there must be ELA and mathematics achievement data for at least 20 students in each grade span.

Table 2: Next Generation MCAS Achievement Levels and MCAS-Alt Scaled Scores

Next Generation MCAS Achievement Level	Next Generation MCAS Scaled Score Range	MCAS-Alt Achievement Level	MCAS-Alt Scaled Score
Exceeding Expectations	530-560		
Meeting Expectations	500-529	Progressing	500
Partially Meeting Expectations	470-499	Emerging	485
		Awareness	470
Not Meeting Expectations	440-469	Portfolio Incomplete	455

Growth in ELA and mathematics

All districts, schools, and groups are expected to demonstrate progress in student achievement each year. The Department uses Student Growth Percentiles (SGPs) to measure how student-level achievement has grown or changed over time. Student growth percentiles are calculated separately by gradespan for ELA and mathematics and are not calculated for science. At the student level, the SGP represents how an individual student's achievement compares to that of other students with similar MCAS histories. At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group, using growth results for each student who was enrolled in the school as of October 1 of the same school year. For growth results to be reported, there must be SGP data for at least 20 students in each grade span.

Progress toward English proficiency

In Massachusetts, "making progress" means that an English learner is on track to attain English proficiency within six years of first entering a Massachusetts school. A district or school may consider a student proficient when they have achieved an overall composite score of Level 4.2 on the ACCESS for ELLs assessment, based on a score scale that extends from Level 1.0 (the lowest level of proficiency) to Level 6.0.

Schools that have ACCESS for ELLs results for at least 20 ELs in a gradespan have a measure of progress made by English learners toward achieving English proficiency. This is measured by calculating the percentage of tested students in each gradespan who meet annual targets that keep them on track to reaching English proficiency over six years. Students are included in the annual making progress rate for the district and school in which they were assessed if they are eligible to take either the ACCESS for ELLs assessment or the Alternate ACCESS assessment for two or more years.

Chronic absenteeism

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days. To calculate the chronic absenteeism rate for a school or student group, DESE determines whether each student is or is not chronically absent based on the student's total number of days in attendance and their total number of days in membership, as reported by the district in the Student Information Management System (SIMS). The rate is reported as the percentage of students in the school or group who are chronically absent. The chronic absenteeism calculation includes both excused and unexcused absences[1] and is calculated separately by gradespan (i.e., for students in grades 1 through 8 in non-high schools and grades 9 through 12 in high schools). To be included in a school's chronic absenteeism rate, a student must be enrolled in the school for at least 20 days at any point in the school year. However, if a student is enrolled in multiple schools within the same district in a single school year, the student is excluded from school-level chronic absenteeism rates but is included in the district rate. Chronic absenteeism rates are reported for each school and student group with at least 20 students enrolled in each grade span.

[1] For guidance on reporting student attendance in SIMS, please see DESE's Attendance and Dropout Reporting Guidance.

Accountability Indicators for Districts and Schools Serving High School Grades

In addition to the indicators described above, accountability determinations for districts and schools serving high school grades also include the following measures:

· *Four-year cohort graduation rate:* High school accountability determinations include the four-year cohort graduation rate, which represents the percentage of students in a cohort that graduate in four years or less. The cohort graduation rate is reported for any school and student group with at least 20 students enrolled in the cohort. For accountability determinations in any given year, the cohort graduation rate from the prior school year is used. For example, 2023 accountability calculations based on the four-year rate use data from 2022. The graduation rate from the 2022 cohort is used in accountability determinations because this allows DESE to use a data set that has been thoroughly reviewed by district and DESE staff. The Department will not have complete graduation rate data for the 2023 cohort until late 2023, after the October SIMS reporting period and the 2023 cohort data review period have closed.

· *Extended engagement rate:* The extended engagement rate is the total of the five-year cohort graduation rate plus the percentage of students from the cohort that remain enrolled in the school after five years. For accountability determinations in any given year, the extended engagement rate is lagged. For example, the extended engagement rate used in the 2023 accountability determinations incorporates the 2021 five-year cohort graduation rate. The extended engagement rate is reported for any school and student group with at least 20 students enrolled in the cohort.

· *Annual dropout rate:* High school accountability determinations include the annual dropout rate, which measures the percentage of students in grades 9 through 12 who dropout of school each year. The annual dropout rate is reported for any school and student group with at least 20 students enrolled in grades 9 through 12. For accountability determinations in any given year, the annual dropout rate from the prior year is used. For example, 2023 accountability determinations use dropout rate data from 2022.

· *Advanced coursework completion:* High school accountability determinations include a measure of advanced coursework completion. This indicator is reported as the percentage of all students enrolled in 11th and 12th grades that complete at least one advanced course, based on data provided by districts via the Student Course Schedule (SCS) data collection. Advanced courses include Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for post-secondary credit, Chapter 74-approved vocational/technical secondary cooperative education programs and Articulation Agreement courses, and other DESE-selected rigorous courses. Eligible courses extend beyond traditional AP courses and do not necessitate student participation in AP tests. This indicator is included in the results for any school or student group with at least 20 students enrolled in grades 11 and 12. See DESE's List of Advanced Courses for Accountability Reporting for the complete list of courses included in the advanced coursework completion calculation. of courses included in the advanced coursework completion calculation.
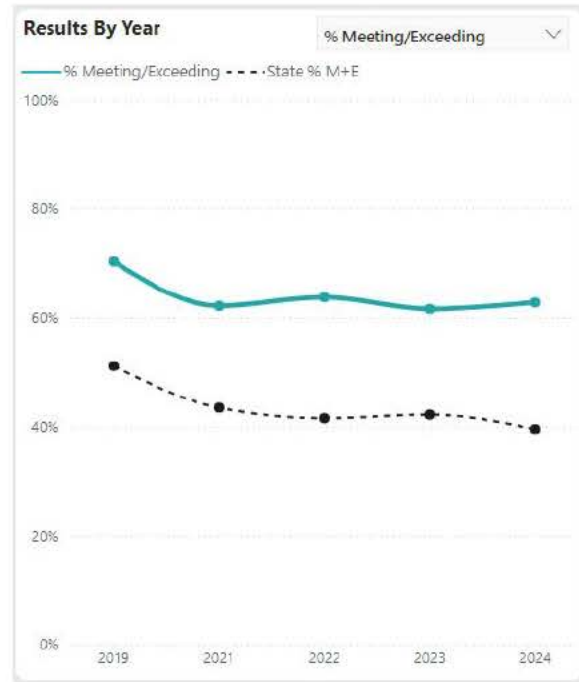
Reading vs. State % Meeting/Exceeding in ELA Spring 2024

Elementary level
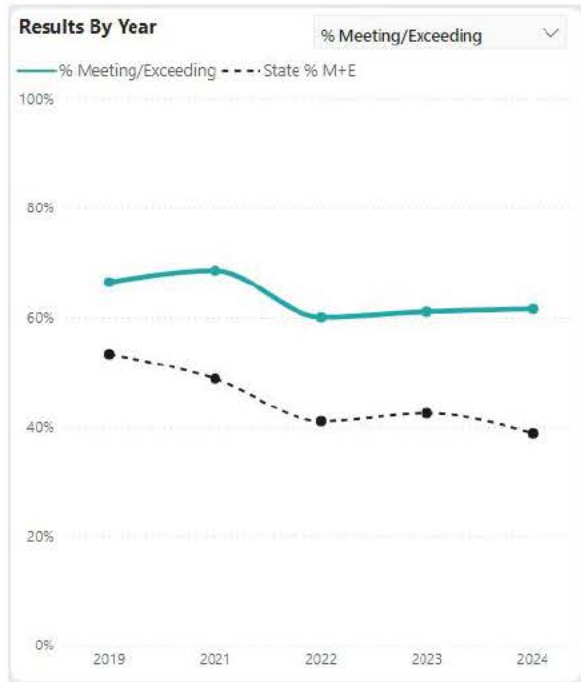
Middle School level

Elementary Achievement by School

% Students Proficient (ELA)

62%

School	2018	2019	2021	2022	2023	2024
Alice M Barrows	67%	72%	74%	62%	63%	62%
Birch Meadow	70%	66%	64%	55%	53%	58%
J Warren Killam	66%	64%	63%	53%	56%	59%
Joshua Eaton	65%	68%	78%	72%	73%	66%
Wood End	63%	62%	63%	59%	60%	63%

% Students Proficient (Math)

66%

School	2018	2019	2021	2022	2023	2024
Alice M Barrows	62%	69%	62%	59%	59%	71%
Birch Meadow	63%	63%	41%	52%	53%	59%
J Warren Killam	55%	58%	51%	56%	59%	62%
Joshua Eaton	62%	67%	61%	63%	68%	73%
Wood End	63%	57%	60%	59%	59%	67%

Middle School Achievement by School

% Students Proficient (ELA)

63%

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	77%	77%	66%	70%	71%	65%
Walter S Parker	67%	65%	59%	58%	53%	61%

% Students Proficient (Math)

62%

School	2018	2019	2021	2022	2023	2024
Arthur W Coolidge	73%	73%	49%	67%	61%	60%
Walter S Parker	62%	60%	42%	52%	43%	64%

RMHS Achievement

% Students Proficient (ELA)

74%

School	2019	2021	2022	2023	2024
Reading Memorial High School	71%	85%	79%	77%	74%

% Students Proficient (Math)

69%

School	2019	2021	2022	2023	2024
Reading Memorial High School	75%	73%	70%	77%	69%

Science achievement by level

School	2019	2021	2022	2023	2024
Grade 5	70%	62%	68%	63%	66%
Grade 8	64%	58%	65%	62%	61%
High School (Gr10 students)	–	–	64%	55%	64%
High School (current test year)	–	–	54%	65%	

Science results are reported both for grade 10 students using their best performance on any science exam taken in grade 9 or 10, as well as for exams taken by high school students in the current MCAS cycle regardless of grade level.