

# **2025 MCAS & Accountability Results**

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# Culture of Data

We have worked to create a strong culture of data use in Somerville Public Schools through the regular practice of viewing a variety of academic data.

## Academic Data Reviewed:

- i-Ready (Gr 3-8, math and reading)
- DIBELS (Gr K-5, early literacy)
- ACCESS (Gr K-12, English language proficiency)
- MCAS (Gr 3-8, ELA, math, science, civics)
- Student work samples (all grades, all subjects)

## “Look Fors” while Reviewing Data:

- Trends and patterns over time across grade levels and subjects
- Student subgroup performance
- Impact of new initiatives, curriculum, etc

# MCAS and Data Triangulation

The Massachusetts Comprehensive Assessment System (MCAS) is used by the state for accountability purposes, as a means to monitor student progress, and to more generally make sure educational standards are being met. We use this data in combination with other data points to get a fuller picture of how students are progressing and growing.

## Information we learn from MCAS:

- **Achievement Levels** - which students are meeting or exceeding expectations for grade level standards?
- **Student Growth Percentiles** - how are students performing and growing relative to peers across the state?
- **Item Level Data** - which standards are students mastering or struggling with?

## Additional data used to make sense of student mastery of standards:

- i-Ready allows us to see how students are mastering grade level standards at multiple points of time throughout the year and their growth between assessments
- DIBELS allows us to see how students are mastering early literacy skills at multiple points throughout the year

# MCAS and Accountability

1. Student Achievement Levels ◁
2. Student Growth Percentiles ◁
3. Student Subgroup Performance ◁
4. Accountability Results ◁
5. Action Plan ◁

The background of the slide is a photograph of a modern, multi-story building with a complex facade of windows and balconies. The entire image is covered with a semi-transparent blue overlay. In the foreground, there is a sidewalk with some trees and a few people walking, though they are less distinct due to the overlay.

# **Student Achievement Levels**

## **Trends Over Time**

**Key Takeaways:**

We saw an **increase** in the percent of students meeting or exceeding in **4th grade ELA**.

We saw a **decline** in the percent of students meeting or exceeding in **5th grade ELA and science**.

Grade and Subject	% Meeting or Exceeding 2024	% Meeting or Exceeding 2025	% Point Change 2024 to 2025
Grade 3 ELA	41	40	-1
Grade 3 Math	34	32	-2
Grade 4 ELA	34	40*	+6
Grade 4 Math	30	31	+1
Grade 5 ELA	40	37	-3
Grade 5 Math	31	31	0
Grade 5 Science	39	32	-7
Grade 6 ELA	42	41	-1
Grade 6 Math	33	34	+1

\*Areas where we performed on par with or better than the state's percent of students meeting or exceeding expectations.

**Key Takeaways:**

We saw an **increase** in the percent of students meeting or exceeding in **7th grade ELA** and **8th grade Math and Science**.

We saw a substantial **decline** in the percent of students meeting or exceeding in **10th grade ELA**. The state similarly saw its greatest decline in **10th grade ELA**.

Grade and Subject	% Meeting or Exceeding 2024	% Meeting or Exceeding 2025	% Point Change 2024 to 2025
Grade 7 ELA	32	39	+7
Grade 7 Math	32	32	0
Grade 8 ELA	40	40	0
Grade 8 Math	34	37	+3
Grade 8 Science	41	39*	+2
Grade 8 Civics	-	39*	-
Grade 10 ELA	53	44	-9
Grade 10 Math	38	38	0
Grade 10 Science	42	43	+1

\*Areas where we performed on par with or better than the state's percent of students meeting or exceeding expectations.



The background image is a photograph of a modern university building with a mix of brick and glass facades. A large green semi-transparent overlay covers the entire image. In the foreground, a diverse group of students is walking on a paved plaza, some carrying backpacks. A small tree and a sculpture are visible on the left. The text 'Student Growth Percentiles Trends Over Time' is centered in white.

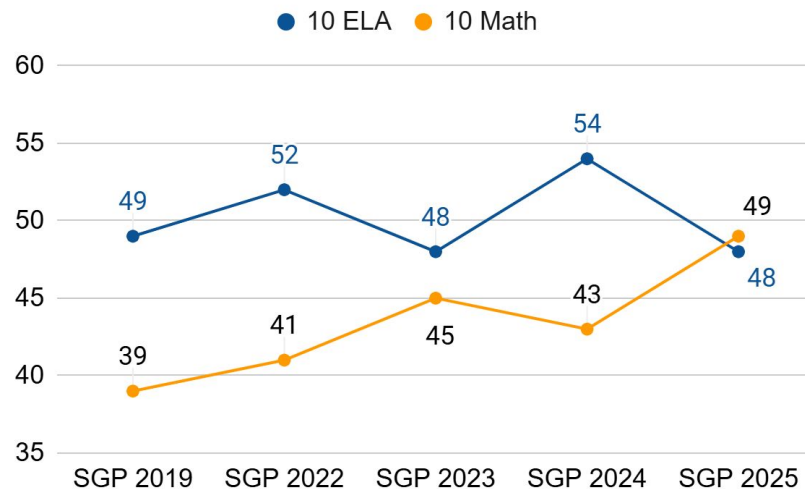
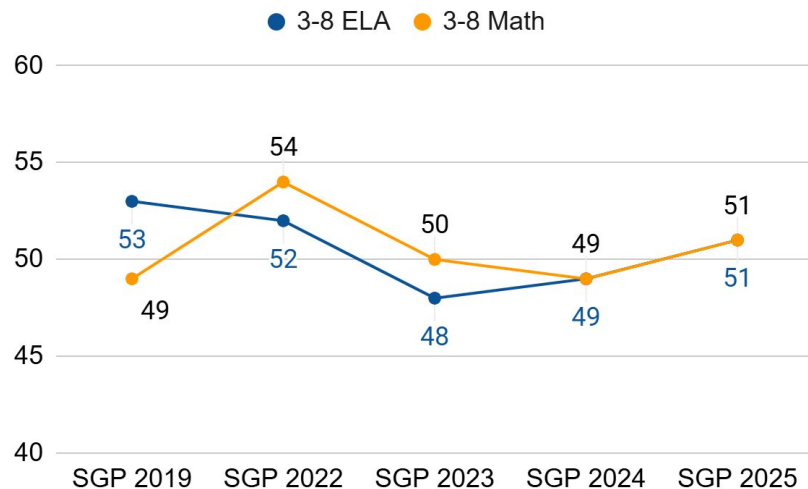
# Student Growth Percentiles

Trends Over Time

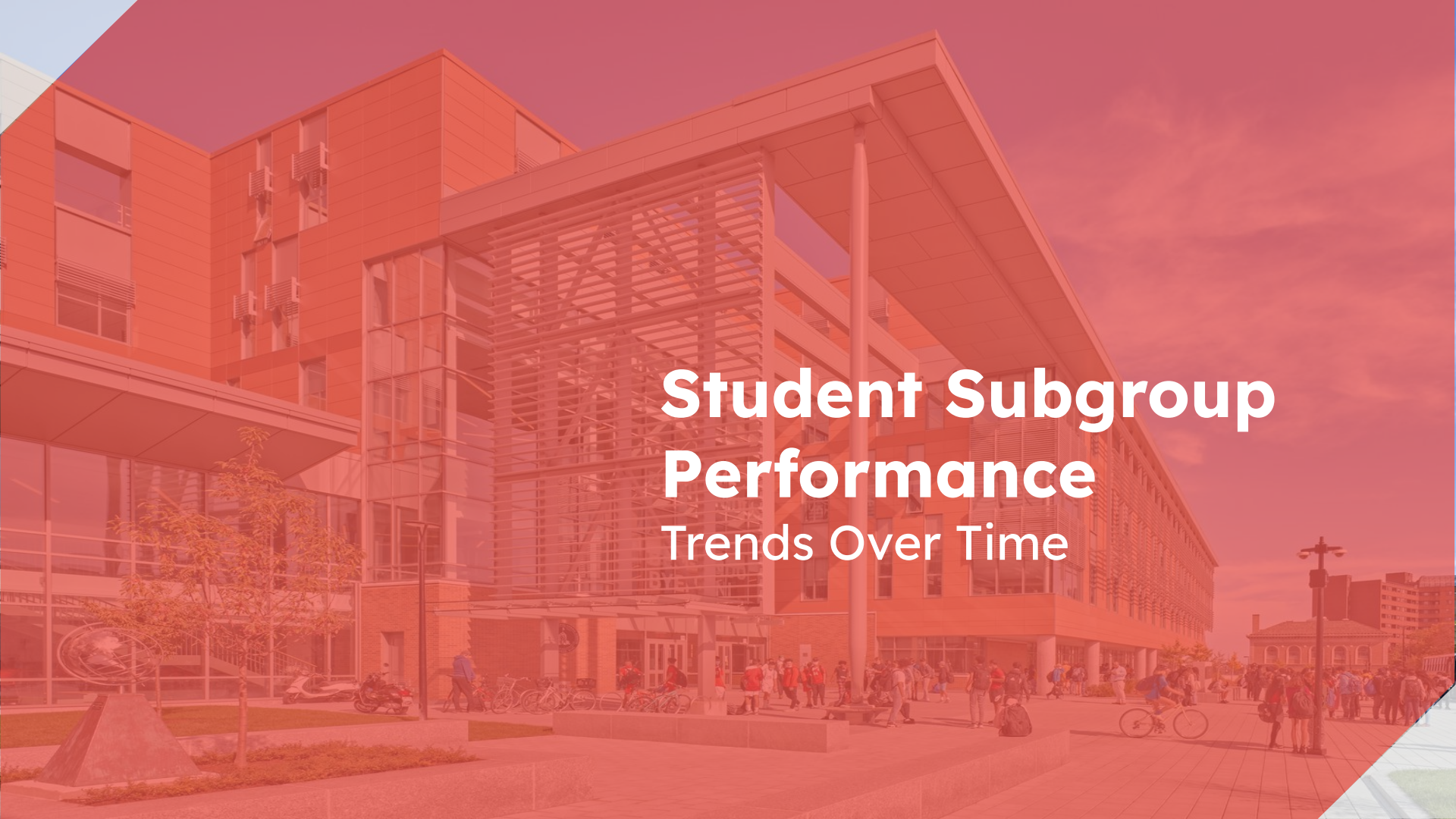


# Math and ELA Average Student Growth Percentiles (SGP)

SGP of 40-60 is considered “moderate growth”



As you can see in the charts above, we have remained in the “moderate growth” range for the past several years, including pre-COVID.

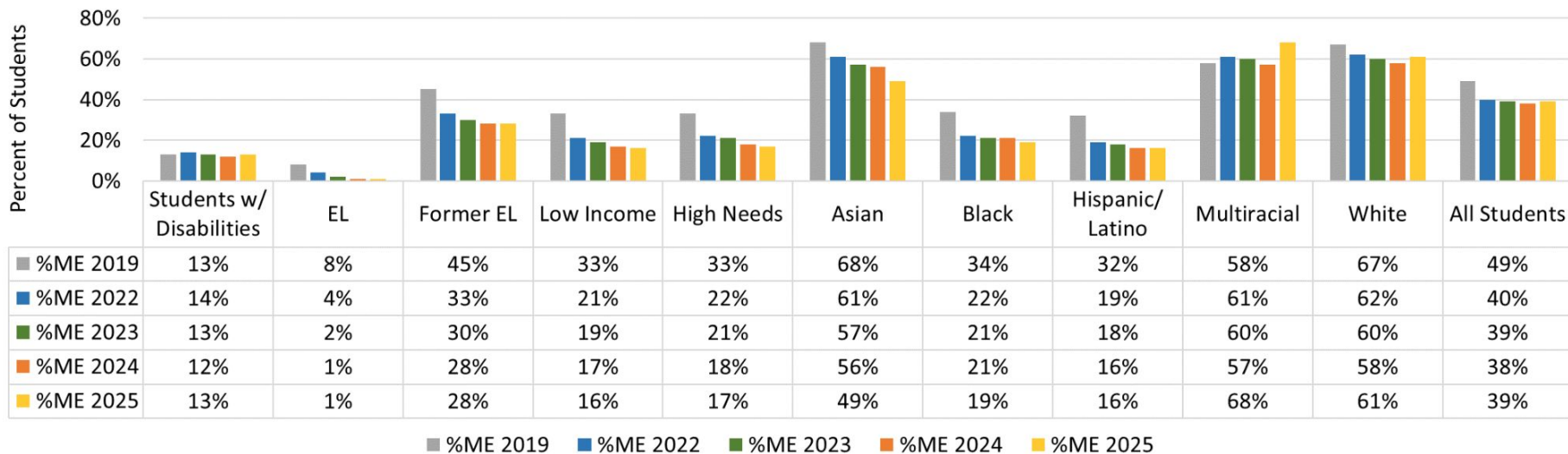


# **Student Subgroup Performance**

## Trends Over Time

# Grades 3-8 ELA Trends Over Time

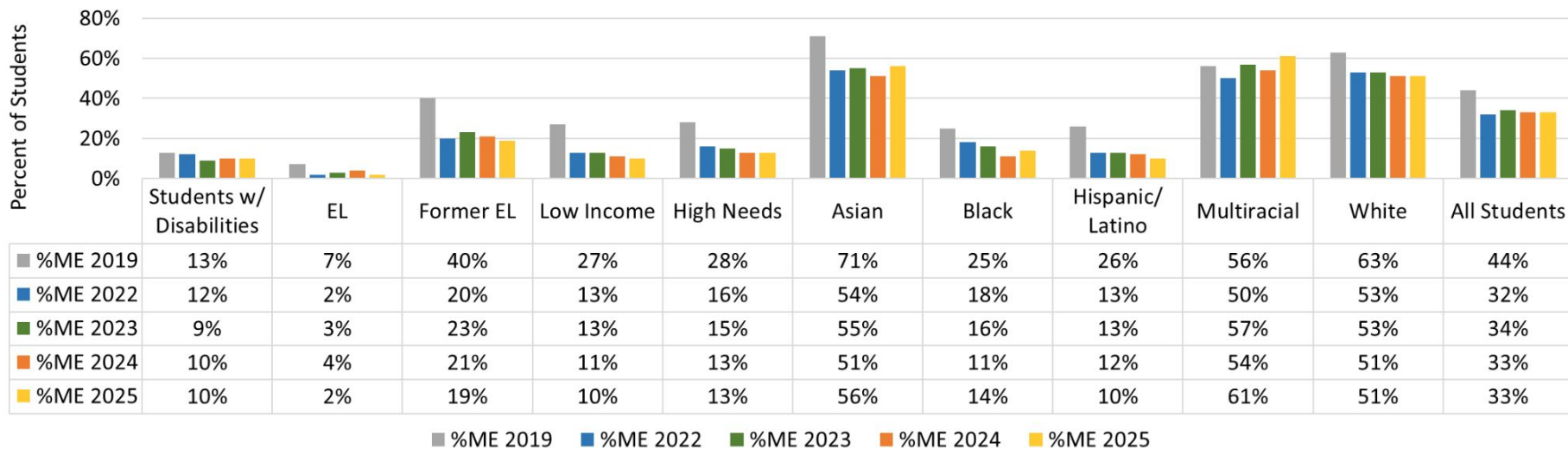
## Pre-COVID to Present Day



As you can see in the chart above, there are gaps in performance among our student subgroups both pre-COVID and post-COVID.

# Grades 3-8 Math Trends Over Time

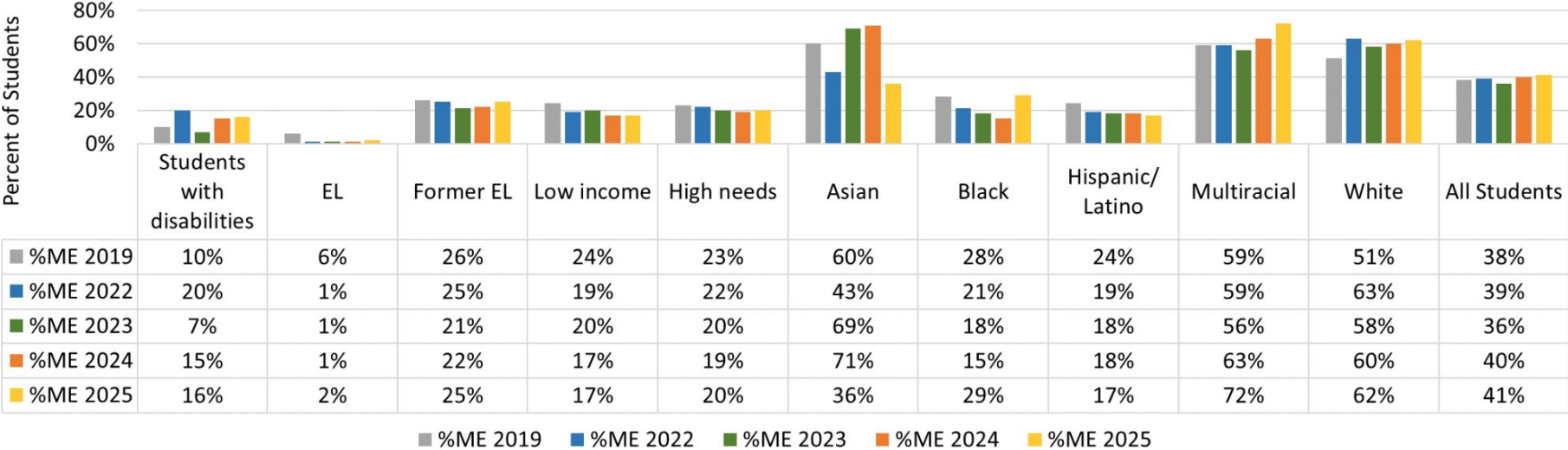
## Pre-COVID to Present Day



As you can see in the chart above, there are gaps in performance among our student subgroups both pre-COVID and post-COVID.

# Grades 5 & 8 Science Trends Over Time

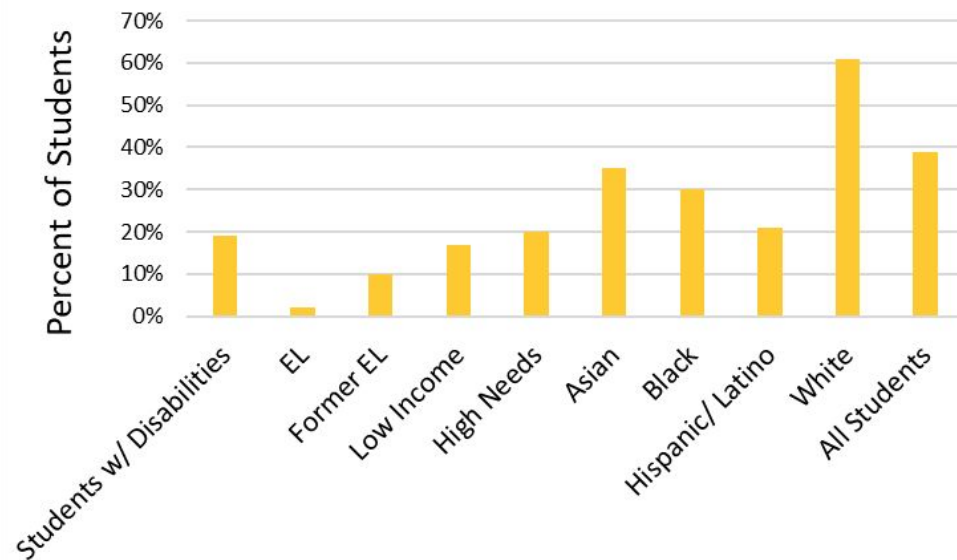
## Pre-COVID to Present Day



As you can see in the chart above, there are gaps in performance among our student subgroups both pre-COVID and post-COVID.

# Grade 8 Civics

Spring 2025 was the first full administration

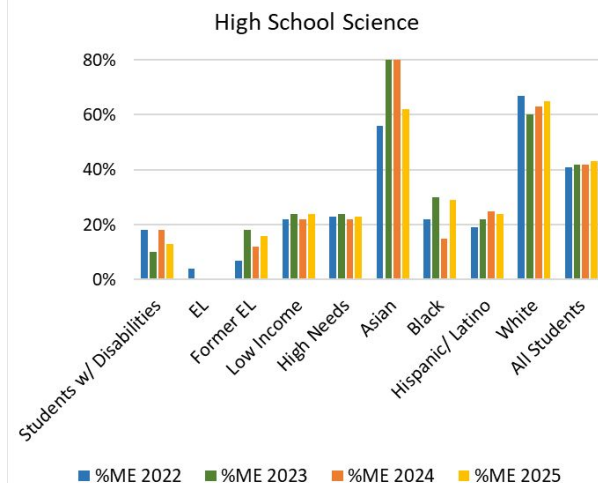
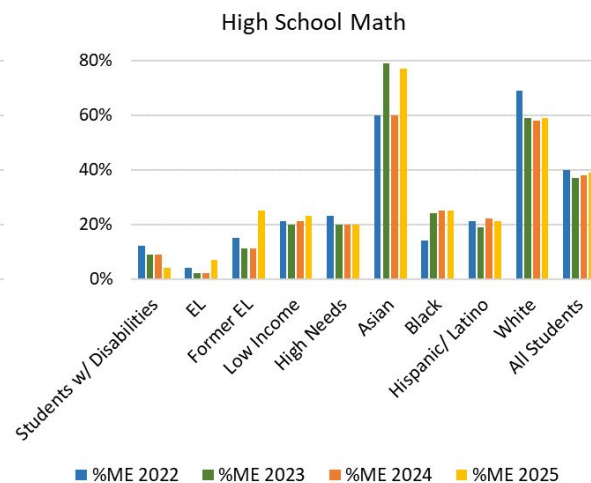
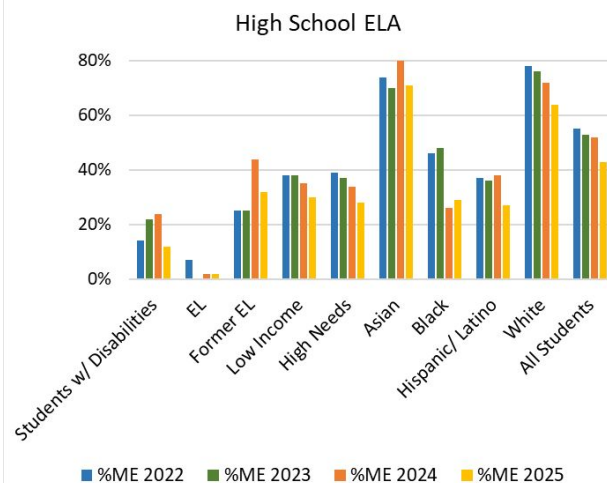


As you can see in the chart above, there are gaps in performance among our student subgroups.



# High School Trends Over Time

## Pre-COVID to Present Day



As you can see in the charts above, there are gaps in performance among our student subgroups both pre-COVID and post-COVID. There is also a noticeable dip for ELA from Spring 2024 to Spring 2025.



An architectural rendering of a modern school building. The building features a large, cantilevered upper floor that creates a covered outdoor space. The facade is a mix of brick, glass, and a complex metal screen. In the foreground, there is a paved plaza with people walking and a small landscaped area with a tree and a sculpture. The sky is overcast.

# 2025 Accountability Results

## District and School Results

# MA DESE Accountability Indicators

<b>Achievement</b>	MCAS scores in English language arts, math, and science
<b>Student Growth</b>	Student growth percentiles in English language arts and math
<b>High School Completion</b>	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
<b>Progress Towards English Proficiency</b>	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
<b>Chronic Absenteeism</b>	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
<b>Advanced Coursework Completion</b>	Percentage of 11 <sup>th</sup> and 12 <sup>th</sup> graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)

# 2025 Accountability Results

2025 Progress toward improvement targets

Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)			All Students (High school grades)			Lowest Performing Students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	2	4	-	2	4	-	0	4	-	0	4	-	
	Mathematics achievement	2	4	-	3	4	-	0	4	-	0	4	-	
	Science achievement	2	4	-	-	-	-	2	4	-	-	-	-	
	Achievement total	6	12	60.0	5	8	67.5	2	12	40.0	0	8	67.5	
Growth	English language arts growth	3	4	-	2	4	-	2	4	-	2	4	-	
	Mathematics growth	3	4	-	2	4	-	2	4	-	2	4	-	
	Growth total	6	8	20.0	4	8	22.5	4	8	20.0	4	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	0	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	4	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-	3	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	4	4	-	0	4	-	
	Advanced coursework completion	-	-	-	-	-	-	0	4	-	-	-	-	
	Additional indicators total	4	4	10.0	4	4	10.0	4	8	10.0	0	4	10.0	
	Weighted total		5.2	9.6	-	4.7	7.6	-	3.1	10.0	-	0.9	7.6	-
Percentage of possible points		54%			62%			31%			12%			-
Percentage of possible points by gradespan		58%						21%						
2025 Annual criterion-referenced target percentage		46%												
		Weight of non-high school results:66%						Weight of high school results:34%						

## Areas of Strength

- Saw a decrease in chronic absenteeism
- Met our ELA and Math MCAS growth targets for grades 3-8 students
- Met English language proficiency target at HS level

## Areas for Growth

- Saw declined ELA and Math MCAS performance at HS level
- 4-year graduation rate and extended engagement rate
- Advanced coursework completion

0 = decline, 1 = no change, 2 = slight improvement, 3 = met target, 4 = exceeded target

# 2025 Accountability Results

School/District	Criterion-referenced Target Percentage	Accountability Percentile
Albert F. Argenziano	78% - Meeting	40
Arthur D. Healey	58% - Substantial	24
Benjamin G. Brown	71% - Substantial	91
East Somerville Community	54% - Substantial	22
John F. Kennedy	64% - Substantial	83
West Somerville Neighborhood*	46% - Moderate	41
Winter Hill Community Innovation*	31% - Moderate	9
Somerville High School	22% - Limited	31
Somerville Public Schools (overall)	47% - Moderate	-

Next Wave\* and Full Circle not included due to small N sizes

# What are we doing given what we see in these data?

We are committed to using these key levers to advance students' academic achievement and reduce opportunity gaps.

## Invest in HQIM

Continuing the ongoing launch of new curricula across subjects and grade levels.

Over \$600,000 invested into new, evidence-based curriculum.

## Vision for Excellent Instruction

A focus on fostering positive classroom culture, student-focused planning and preparation, making grade level content accessible, and promoting student agency and engagement

## Common Planning Time

Data-driven collaborative time for educators to review data to inform instruction and interventions

## i-Ready Personalized Instruction

Available to students in grades 3-8 to support reading and math mastery and growth

## Foundational Grants

We are anticipating a significant grant that would allow us to strengthen school instructional leadership