



Spring 2026 MCAS and Accountability

Monday, September 28, 2026

Samantha Eligene

Director of Data, Assessment, and
Accountability

At a Glance: 2026 MCAS Results

Celebration

Gains in math for grades 3-8 overall

Grades 3 and 5 in particular saw gains in ELA and math

Every grade level and subgroup have an average SGP in the “moderate growth” range for ELA and math

Reflect and Grow

Not much movement for ELA

Persistent achievement gaps among student subgroups

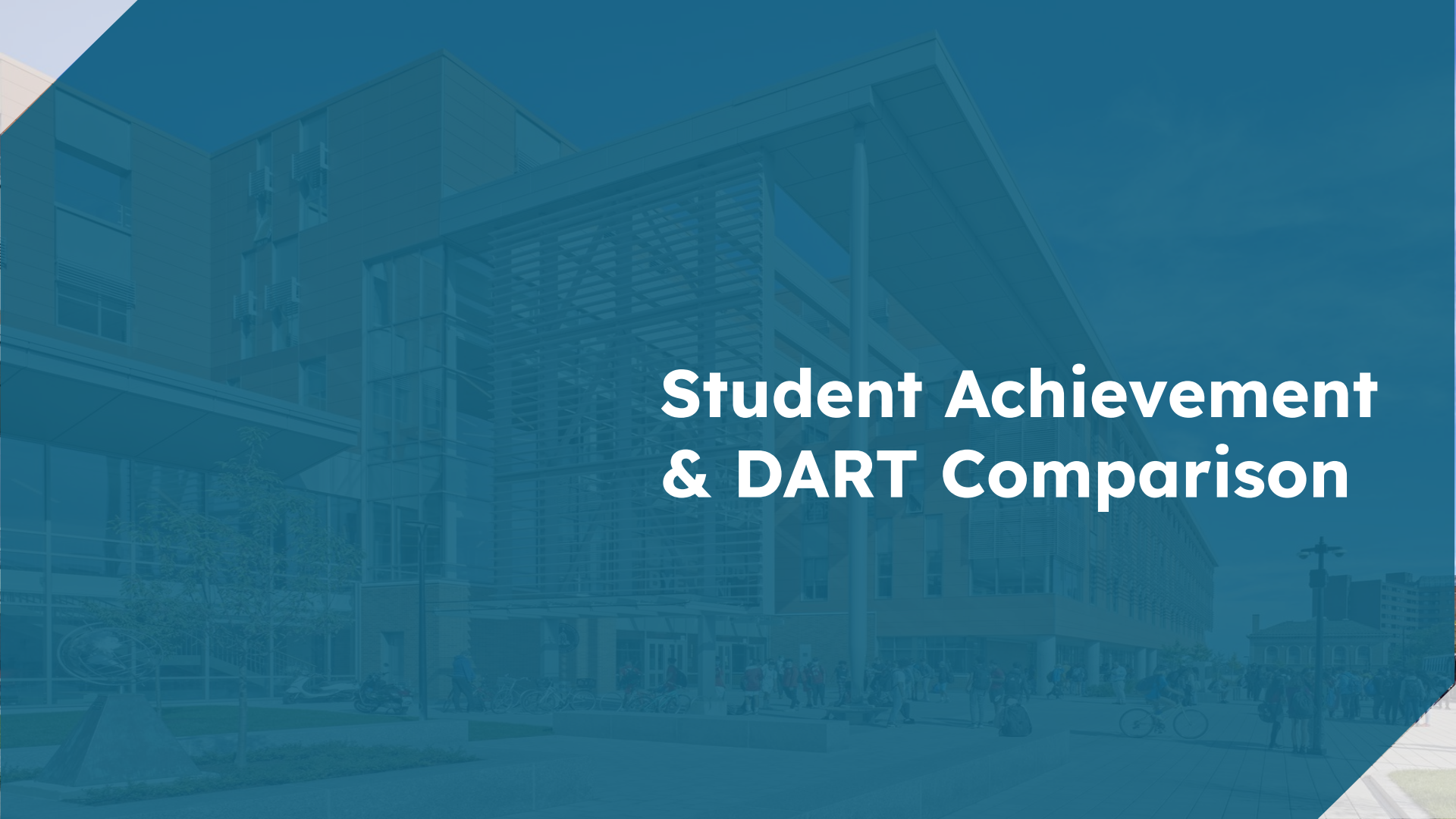
Next Steps

Unpack data to understand strategies driving improvement and root cause of barriers

Use formative data throughout the year to monitor student progress and inform instruction

Overview: MCAS and Accountability

1. **Student Achievement**
2. **DART Comparison**
3. **Student Subgroup Performance**
4. **Student Growth**
 - a. Student Growth Percentiles
 - b. Growth to Standard
5. **Accountability Results**
6. **Where do we go from here?**



Student Achievement & DART Comparison

ELA Student Achievement

Grade Level	% Meeting or Exceeding 2025	% Meeting or Exceeding 2026	% Point Change 2025 to 2026	% Point Difference 2019 to 2026
3	40	52*	+12	+3
4	40	31	-9	-14
5	37	41*	+4	-8
6	41	39	-2	-14
7	39	37	-2	-12
8	40	38	-2	-10
3-8	39	40*	+1	-9
HS	44	42	-2	-11

Note: This year DESE considers a +/- 2% point change meaningful.

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

Math Student Achievement

Grade Level	% Meeting or Exceeding 2025	% Meeting or Exceeding 2026	% Point Change 2025 to 2026	% Point Difference 2019 to 2026
3	32	46*	+14	+4
4	31	36	+5	-7
5	31	36	+5	-10
6	34	38	+4	-11
7	32	31	-1	-12
8	37	34	-3	-7
3-8	33	37	+4	-7
HS	38	39	+1	-7

Note: This year DESE considers a +/- 2% point change meaningful.

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

Science and Civics Student Achievement

Science				
Grade Level	% Meeting or Exceeding 2025	% Meeting or Exceeding 2026	% Point Change 2025 to 2026	% Point Difference 2019 to 2026
5	42	44*	+2	+3
8	39	35	-4	0
5 & 8	40	40	0	+2
HS	43	42*	-1	NA
Civics				
8	39	40*	+1	NA

Note: This year DESE considers a +/- 2% point change meaningful.

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

Key Highlights - Student Achievement

Areas of Strength

- Improved math achievement across most of grades 3-8 whereas the state saw no change in math achievement this year
- Grade 3 math achievement has surpassed grade 3 from 2019 (pre-COVID)
- Strong improvement in ELA for grades 3 and 5
- Grade 5 science achievement has surpassed grade 5 from 2019 (pre-COVID)

Areas for Growth

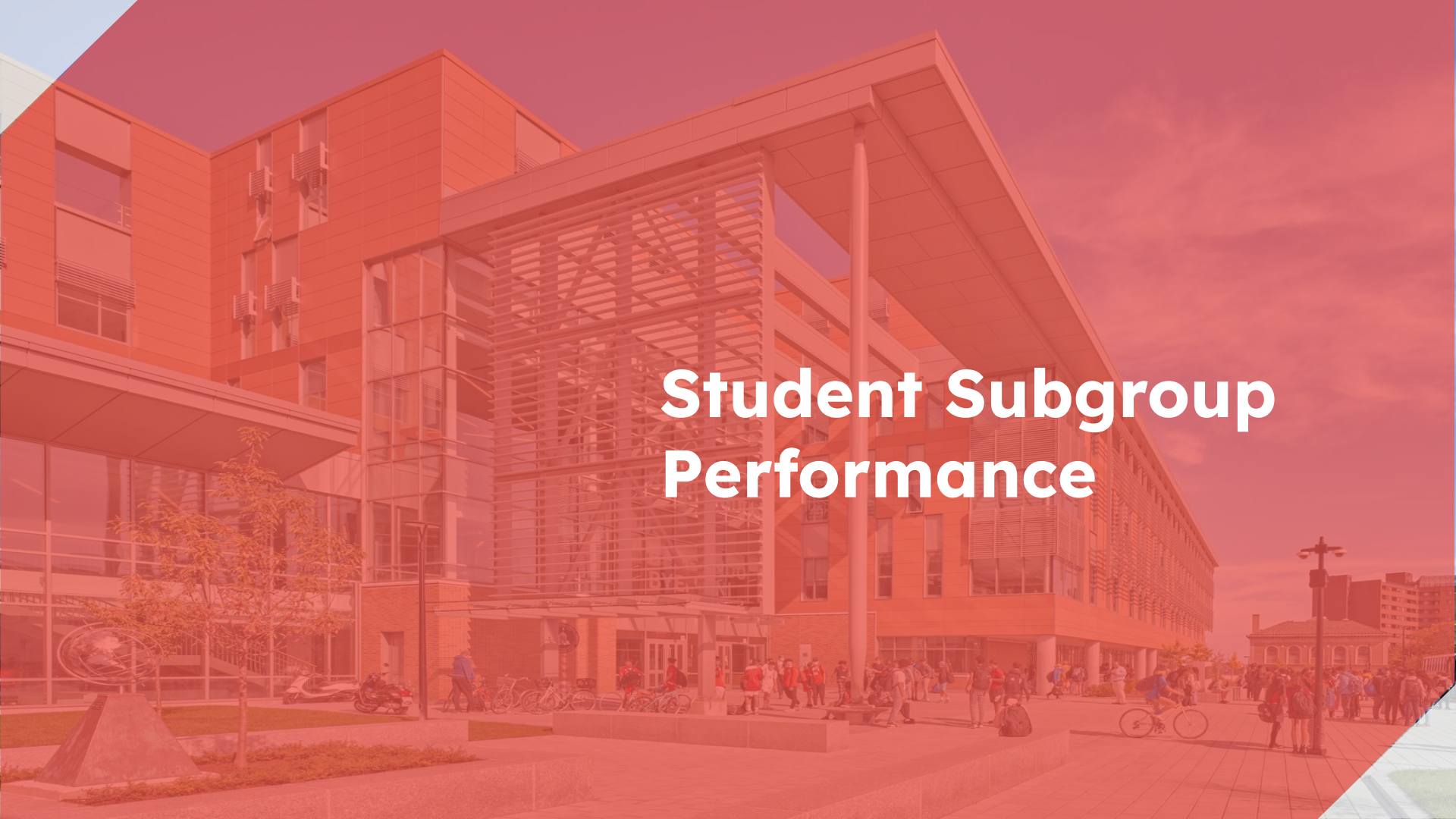
- ELA achievement in grades 4-8 and HS, especially grade 4 and middle grades
- Math achievement for students in grade 7 and HS
- Science achievement for students in grade 8

DART District	Gr 3-8 ELA %ME	Gr 3-8 Math %ME	Gr 5 & 8 Science %ME
Somerville	40	37	40
Barnstable	27	27	28
Malden	35	34	35
Methuen	30	25	26
Milford	27	26	31
Peabody	29	30	28
Quincy	43	43	43
Saugus	27	32	32
Stoughton	37	39	38
Waltham	38	40	34
West Springfield	36	40	37

Somerville has the **second highest** % of students meeting or exceeding in **ELA** compared to the 10 DART districts.

Somerville has the **fifth highest** % of students meeting or exceeding in **math** compared to the 10 DART districts.

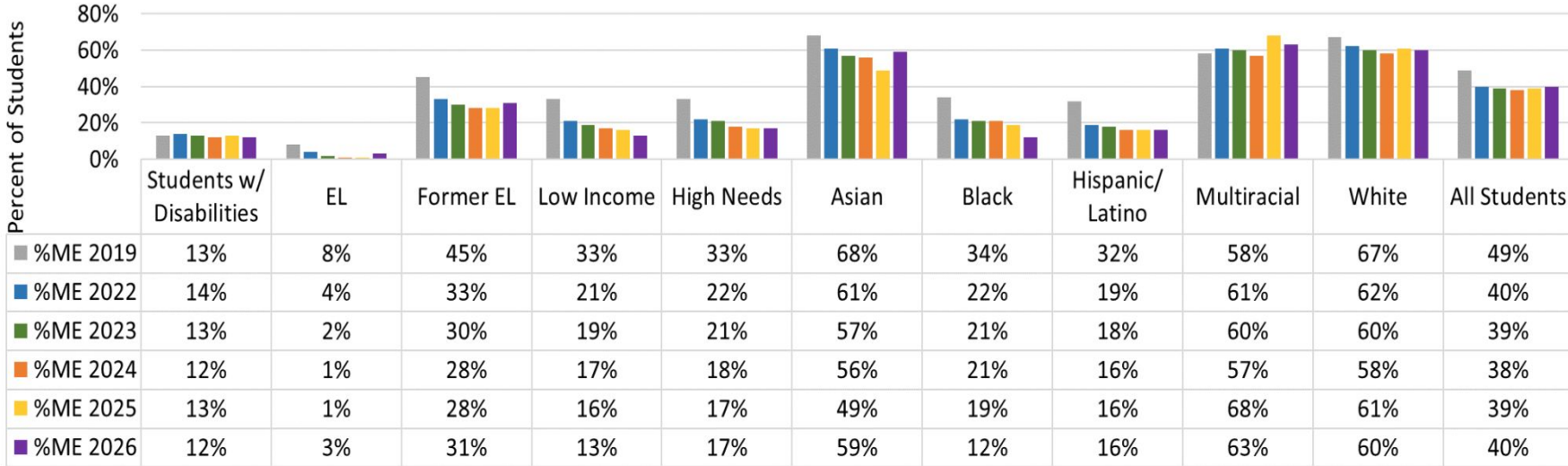
Somerville has the **second highest** % of students meeting or exceeding in **science** compared to the 10 DART districts.



Student Subgroup Performance

Grades 3-8 ELA Trends Over Time

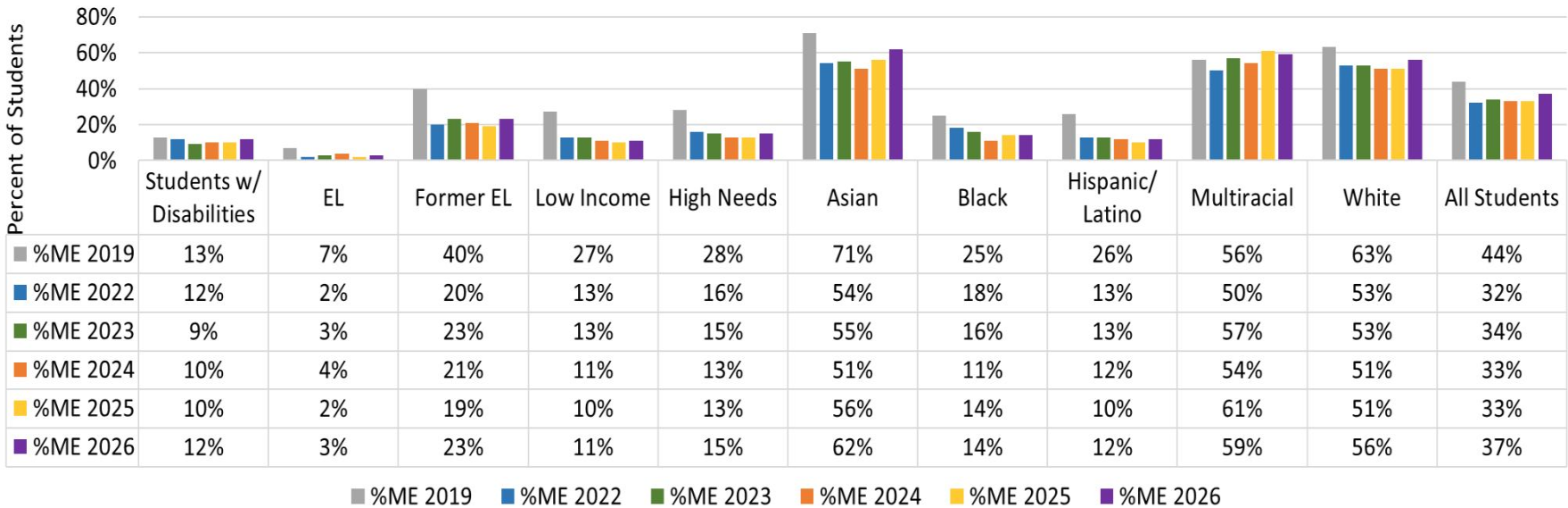
Pre-COVID to Spring 2026



%ME 2019 %ME 2022 %ME 2023 %ME 2024 %ME 2025 %ME 2026

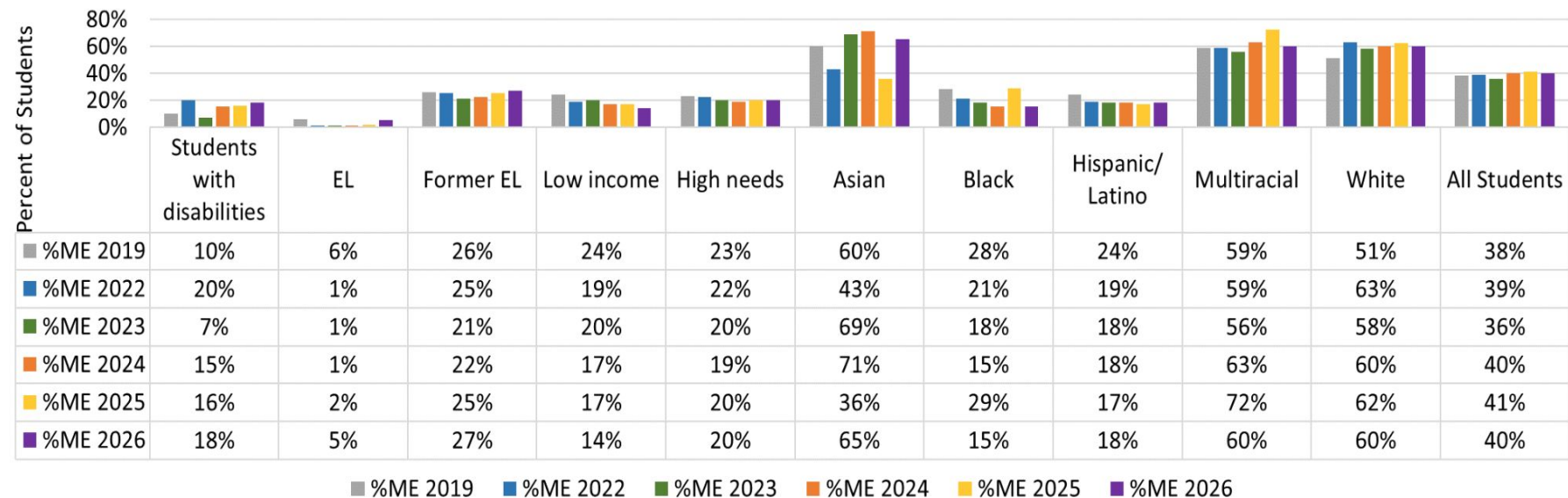
Grades 3-8 Math Trends Over Time

Pre-COVID to Spring 2026



Grades 5 & 8 Science Trends Over Time

Pre-COVID to Spring 2026



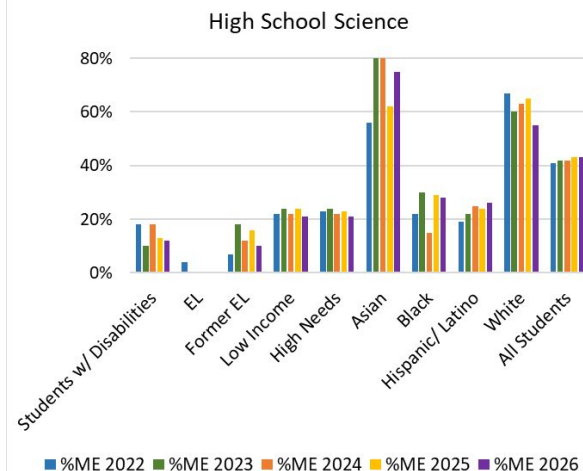
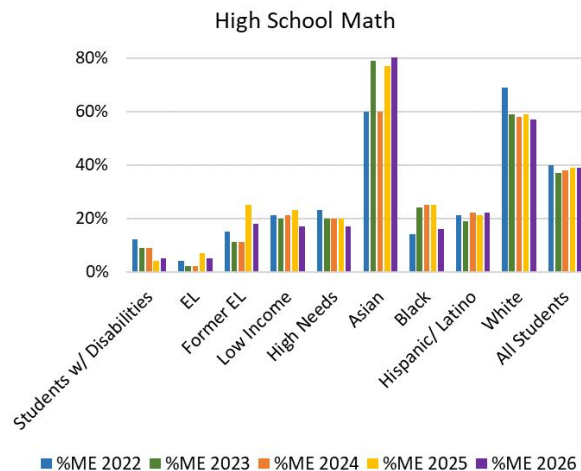
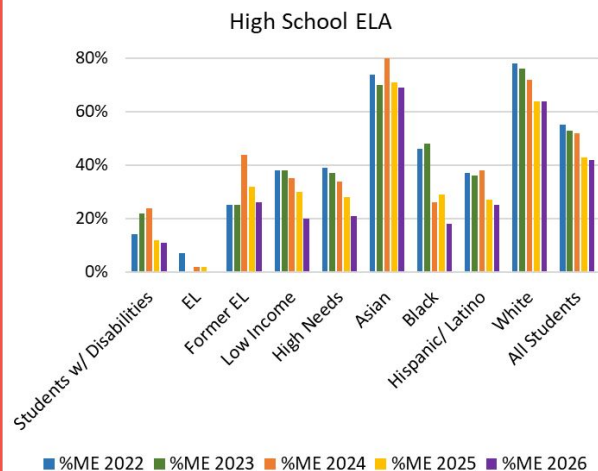
Grades 8 Civics

This was the second year of the Civics MCAS assessment for grade 8 students.



High School Trends Over Time

Pre-COVID to Spring 2026

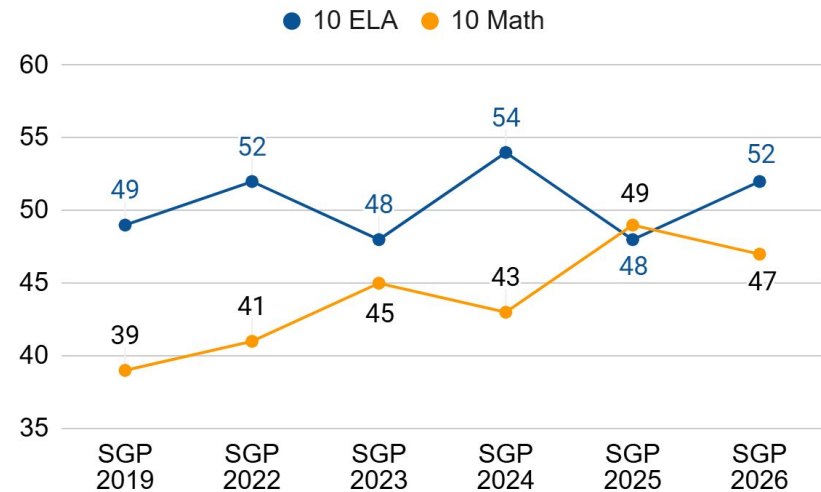
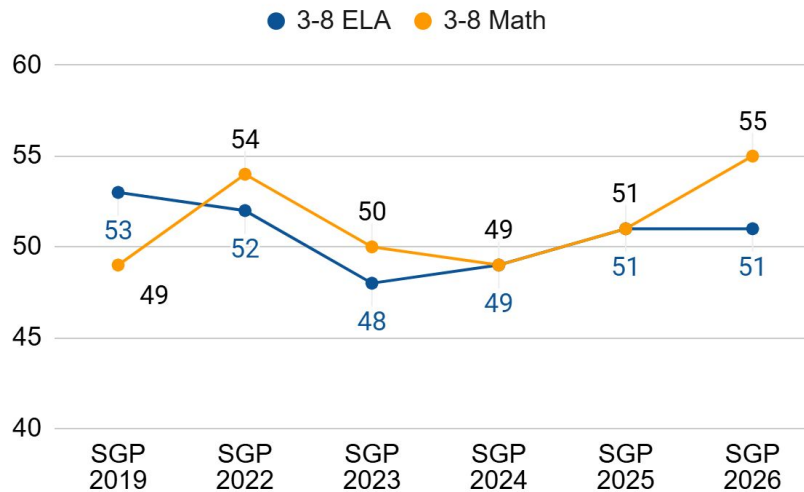


An architectural rendering of a modern university building, featuring a mix of wood paneling, glass, and a large white column. The building is surrounded by a paved plaza with people, bicycles, and a small tree. The entire image is overlaid with a semi-transparent green filter.

Student Growth

Math and ELA Average Student Growth Percentiles (SGPs)

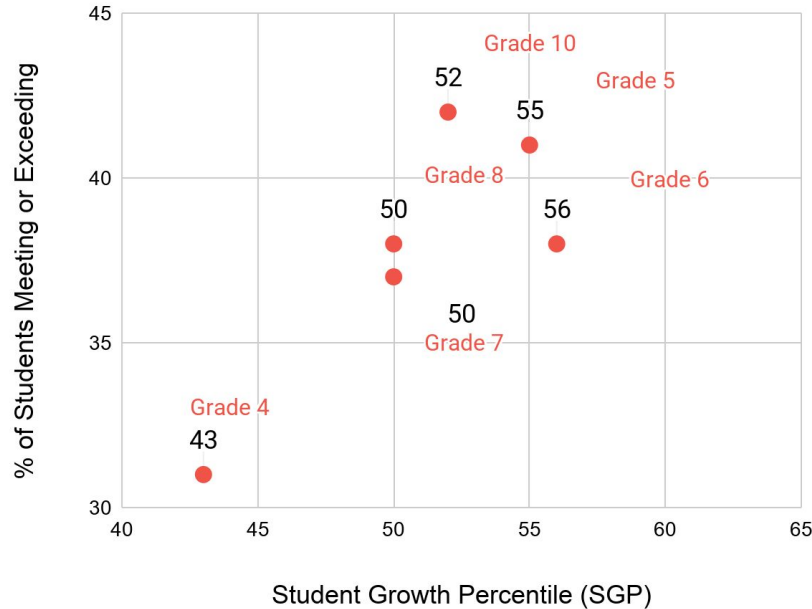
Average SGP of 40-60 is considered “moderate growth”



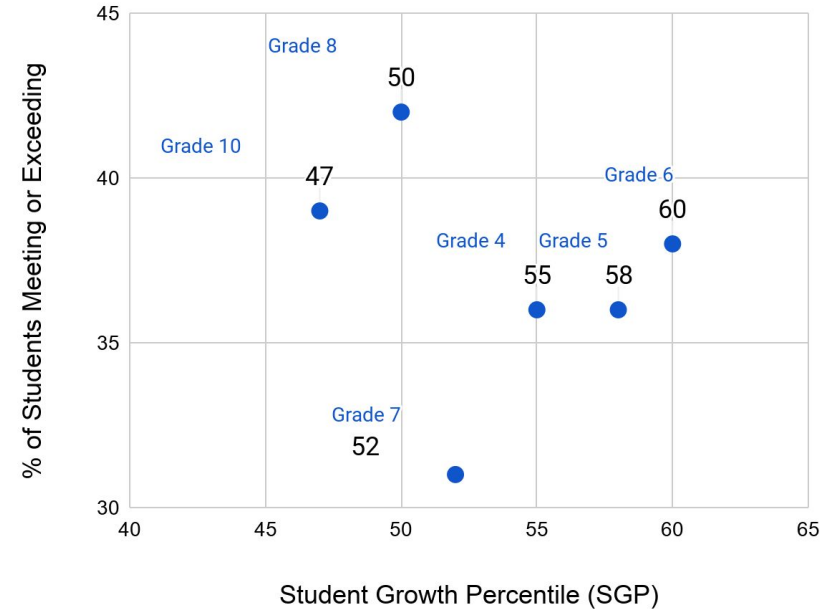
This year, we saw our highest grades 3-8 average math SGP in the past 5 years. All of our grades 3-8 and grade 10 average SGPs remain within in the “moderate growth” range.

Student Growth & Student Achievement

ELA Achievement and Growth



Math Achievement and Growth



Above we can get a better sense for the relationship between average student growth percentile (SGP) and student achievement for each grade level on the 2026 MCAS.

Note: DESE considers an average SGP of 40 - 60 “moderate growth”

Growth to Standard

This year, DESE introduced a new growth measure which creates progress targets for students “Not Meeting” or “Partially Meeting” expectations. Meeting these annual targets sets students on a trajectory to reach grade level expectations by grade 8.

This year:

43% of students
met their progress target
for ELA

44% of students
met their progress target
for math

We will continue to monitor students' growth and progress using this new measure year over year.

Accountability Results



MA DESE Accountability Indicators

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	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
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)

2026 Accountability Results

Non-high school

High school

2026 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	-	3	4	-	2	4	-	
	Mathematics achievement	3	4	-	4	4	-	3	4	-	1	4	-	
	Science achievement	2	4	-	-	-	-	0	4	-	-	-	-	
	Achievement total	7	12	60.0	6	8	67.5	6	12	40.0	3	8	67.5	
Growth	English language arts growth	3	4	-	2	4	-	3	4	-	2	4	-	
	Mathematics growth	3	4	-	2	4	-	2	4	-	2	4	-	
	Growth total	6	8	20.0	4	8	22.5	5	8	20.0	4	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	0	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	7	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-	4	4	10.0	-	-	-	
Additional indicators	Chronic absenteeism	0	4	-	0	4	-	3	4	-	4	4	-	
	Advanced coursework completion	-	-	-	-	-	-	1	4	-	-	-	-	
	Additional indicators total	0	4	10.0	0	4	10.0	4	8	10.0	4	4	10.0	
Weighted total		5.8	9.6	-	5.0	7.6	-	5.6	10.0	-	3.3	7.6	-	
Percentage of possible points		60%			66%			56%			43%			-
Percentage of possible points by gradespan		63%						50%						
		Weight of non-high school results:66%						Weight of high school results:34%						
2026 Annual criterion-referenced target percentage							59%							

Areas of Strength

- Met our math MCAS achievement target for grades 3-8 and high school
- Met our ELA MCAS achievement target for high school
- Met our MCAS growth target for grades 3-8 ELA and math, and high school ELA
- Exceeded our progress towards English language proficiency target
- Met our high school 4-year graduation rate and extended engagement targets
- Met our high school chronic absenteeism target

Areas for Growth

- Decline in high school science MCAS achievement
- Increase in our annual dropout rate
- Increase in K-8 chronic absenteeism rate
- No change in high school advanced coursework completion

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

School-Level Results

School/District	Criterion-referenced Target Percentage	Accountability Percentile
Albert F. Argenziano	70% - Substantial	51
Arthur D. Healey	61% - Substantial	22
Benjamin G. Brown	84% - Meeting/Exceeding	94
East Somerville Community	62% - Substantial	29
John F. Kennedy	65% - Substantial	81
West Somerville Neighborhood*	60% - Substantial	47
Winter Hill Community Innovation*	52% - Substantial	10
Somerville High School*	25% - Moderate	36
Somerville Public Schools (overall)	53% - Substantial	NA

Benjamin G. Brown School selected as a “School of Recognition” by DESE. 🌸

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

An architectural rendering of a modern, multi-story building with a complex facade of glass and metal panels. The building is set against a clear blue sky. In the foreground, there is a paved plaza with some greenery and a few people walking. The entire image is overlaid with a semi-transparent blue filter. The text "Where do we go from here?" is written in white, bold, sans-serif font in the upper left corner.

**Where do we go
from here?**

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.

Deepen HQIM Implementation	Cohesion - Vision for Excellent Instruction	Data-Driven Instruction	Supporting All Learners	Strengthening Instruct. Leadership
Continuing the launch of new curricula across subjects and grade levels with a focus on deepening implementation.	A focus on creating cohesion around the pillars of excellent instruction, and our new instructional coaching model.	Data-driven common planning time for educators to review data to inform instruction and interventions	Focus and PD on inclusive practices to make sure all students can access their learning i-Ready personalized instruction for all students in grades 3-8 Additional math interventionists to support more students	Funding from the Barr Foundation grant going towards investing in strengthening our instructional leadership