



2023 Fall Data
Summary Report -
*Mohawk Trail
Regional School
District*

November 2023

Key “Takeaways”



We are doing the essential work of building Multi-Tiered Systems of Support (MTSS) that will take 3-5 years to complete

We are making steady progress to improve student outcomes and growth; we expect this progress to accelerate over time, as our systems mature

We are operating in the context of inequitable systems at the national, state, and local level that present many challenges to our students, families and educators. We need continued advocacy on behalf of our community to address the inequalities inherent in these systems

We are supporting students and families who were disproportionately impacted by interrupted instruction, job loss, illness, lack of services and so much more. It will take time to recover to where we were before the pandemic.

Strategic Alignment in Our Work

School Committee GOAL 1: Work with the Superintendent to develop and put in place an effective process for regularly assessing the implementation and success of key curricular and student support initiatives.

Superintendent: By June 2024, 80% of students in grades pk-8 will be at grade level and 100% of students will show growth.

- *Establish effective scientifically based instruction and assessment that is focused on learning and growth for each student.*

Superintendent: By June 2024, under my direction, the District Leadership Team will provide effective feedback on literacy instruction aligned to the new curriculum.

DLT: Giving regular feedback on instructional practice and developing capacity of ILT as drivers of instructional improvement

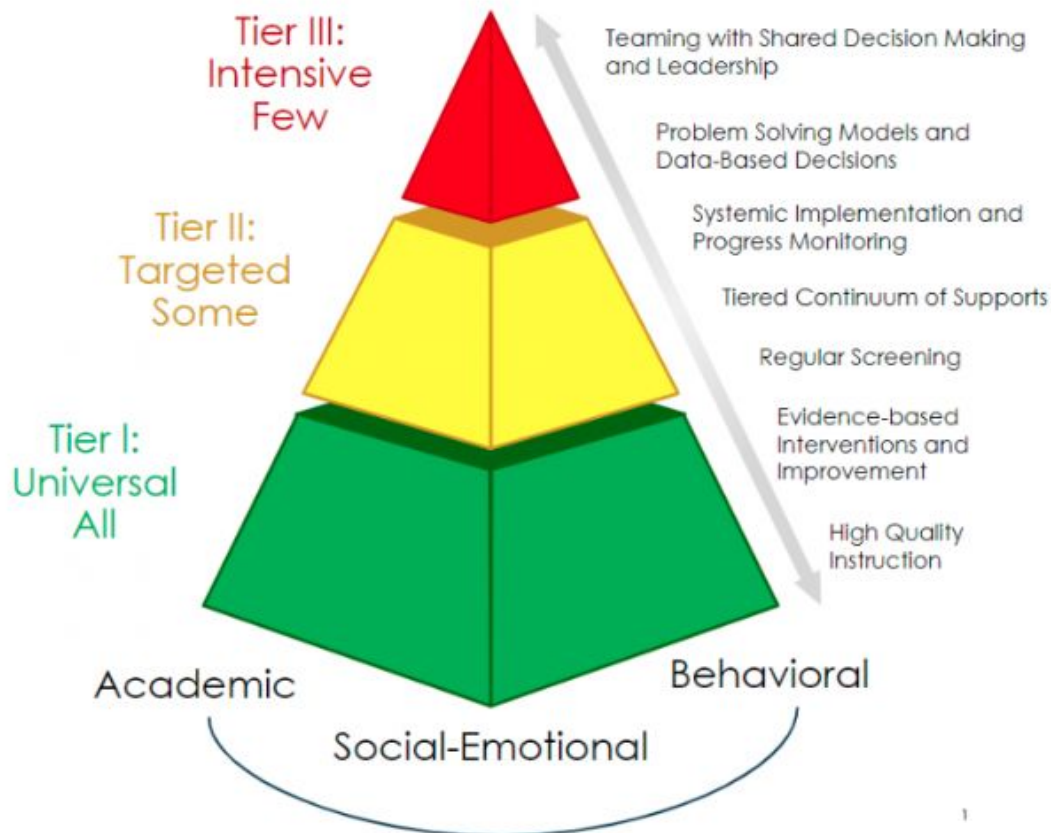
ILT: Driving instructional improvement through learning walks, professional development and feedback cycles

Instructional Coaches: Deepening Implementation of Curriculum - differentiated instruction, scaffolding, pacing, coaching cycles. Using student work to drive instruction

Exemplar Educator SMART Goals

Student Learning: By June of 2023, all students will show growth such that at least 80% of students achieve at or above grade level EOY benchmarks in literacy measured by DIBELS. All students receiving tier II support will make additional catch-up growth at the rate indicated by the airline for EOY benchmarks in literacy measured by DIBELS.

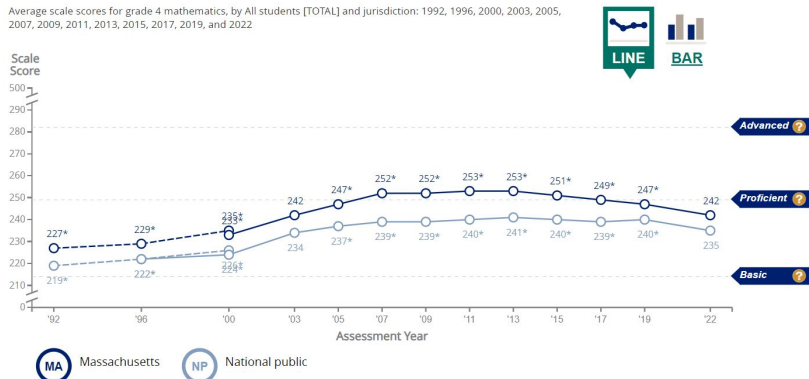
Professional Practice: By June of 2023, I will implement the EL Education module lessons with integrity. With support, I will implement priority “high leverage” instructional practices, and plan lessons that address the student learning goals as outlined in the curriculum



Long-Term
Goal - an
effective
and
responsive
MTSS

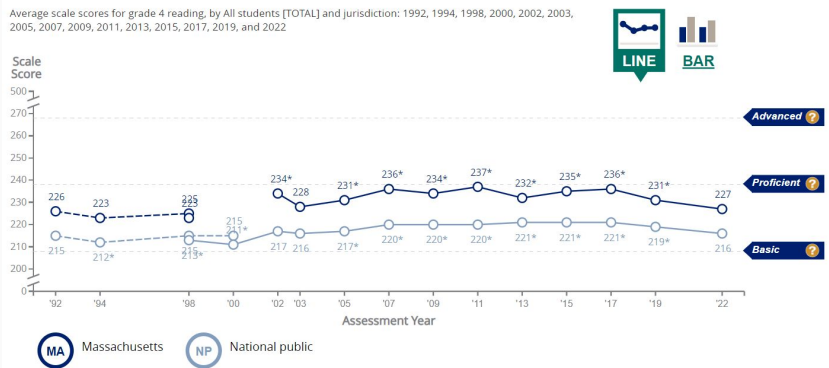
GRADE 4 | MATHEMATICS

Average scale scores for grade 4 mathematics, by All students [TOTAL] and jurisdiction: 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.



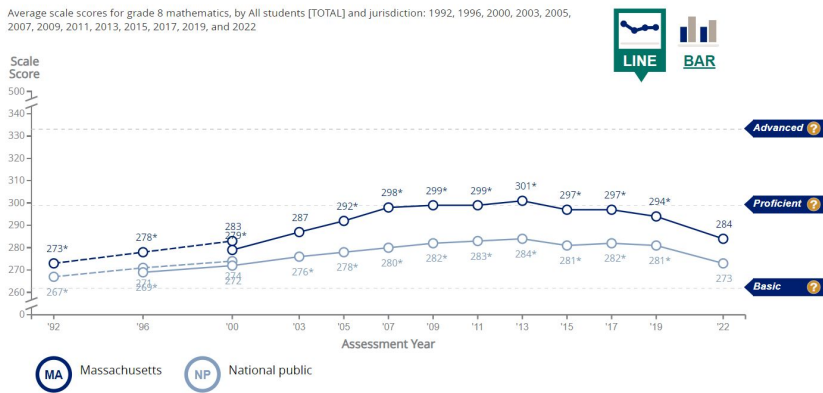
GRADE 4 | READING

Average scale scores for grade 4 reading, by All students [TOTAL] and jurisdiction: 1992, 1994, 1998, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.



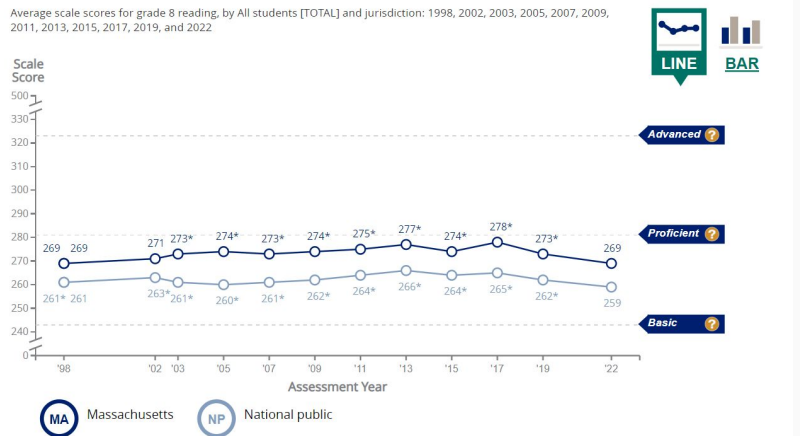
GRADE 8 | MATHEMATICS

Average scale scores for grade 8 mathematics, by All students [TOTAL] and jurisdiction: 1992, 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.



GRADE 8 | READING

Average scale scores for grade 8 reading, by All students [TOTAL] and jurisdiction: 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022.



MA has one of the most inequitable public school systems in the nation

Source: [NAEP](#)

Reading Scores - Ranking for achievement gap by income level in 2022 NAEP scores

4th grade

MA is 46th* in the nation (i.e. 45 states have smaller gaps)

8th grade

MA is 37th in the nation

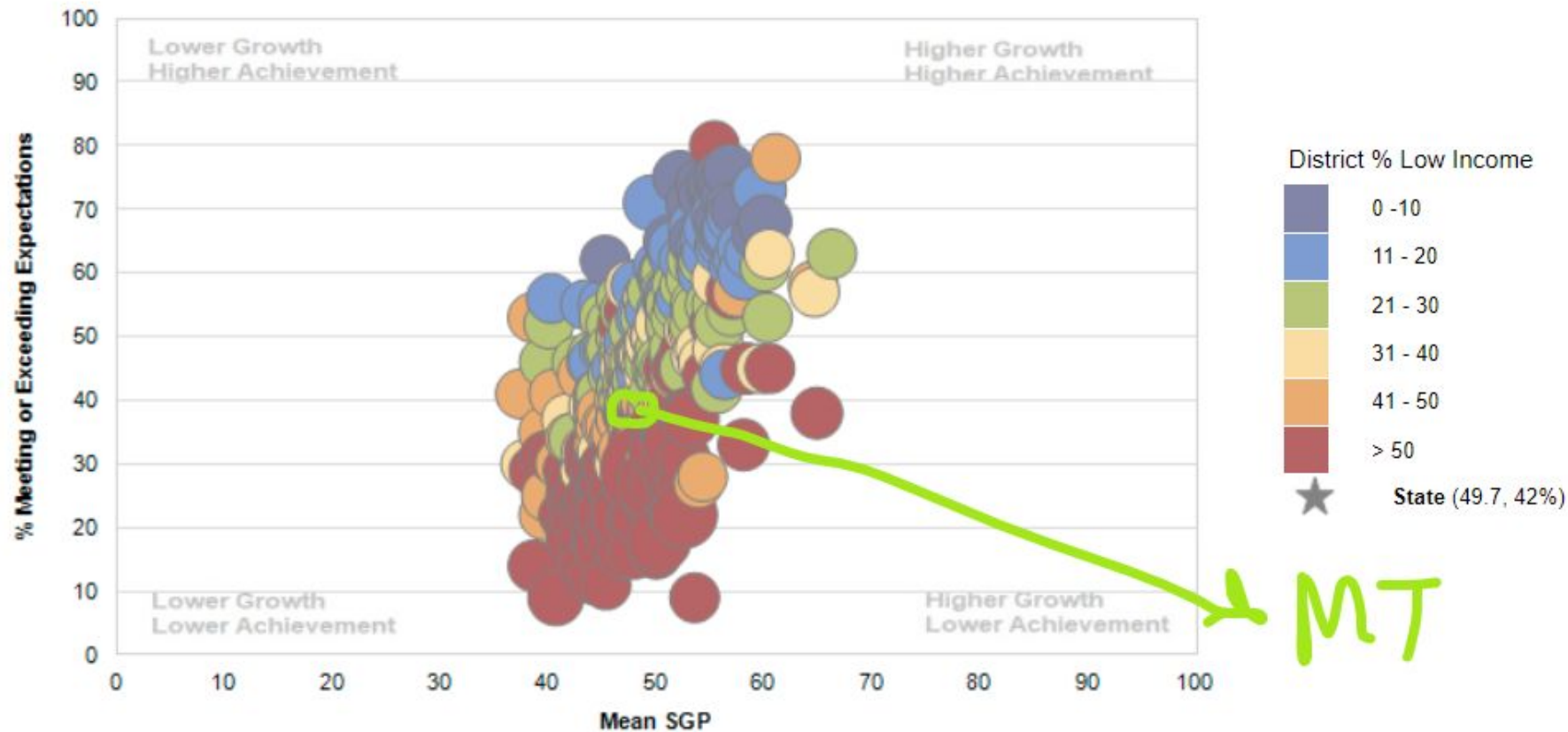
Math Scores - Ranking for achievement gap by income level in 2022 NAEP scores

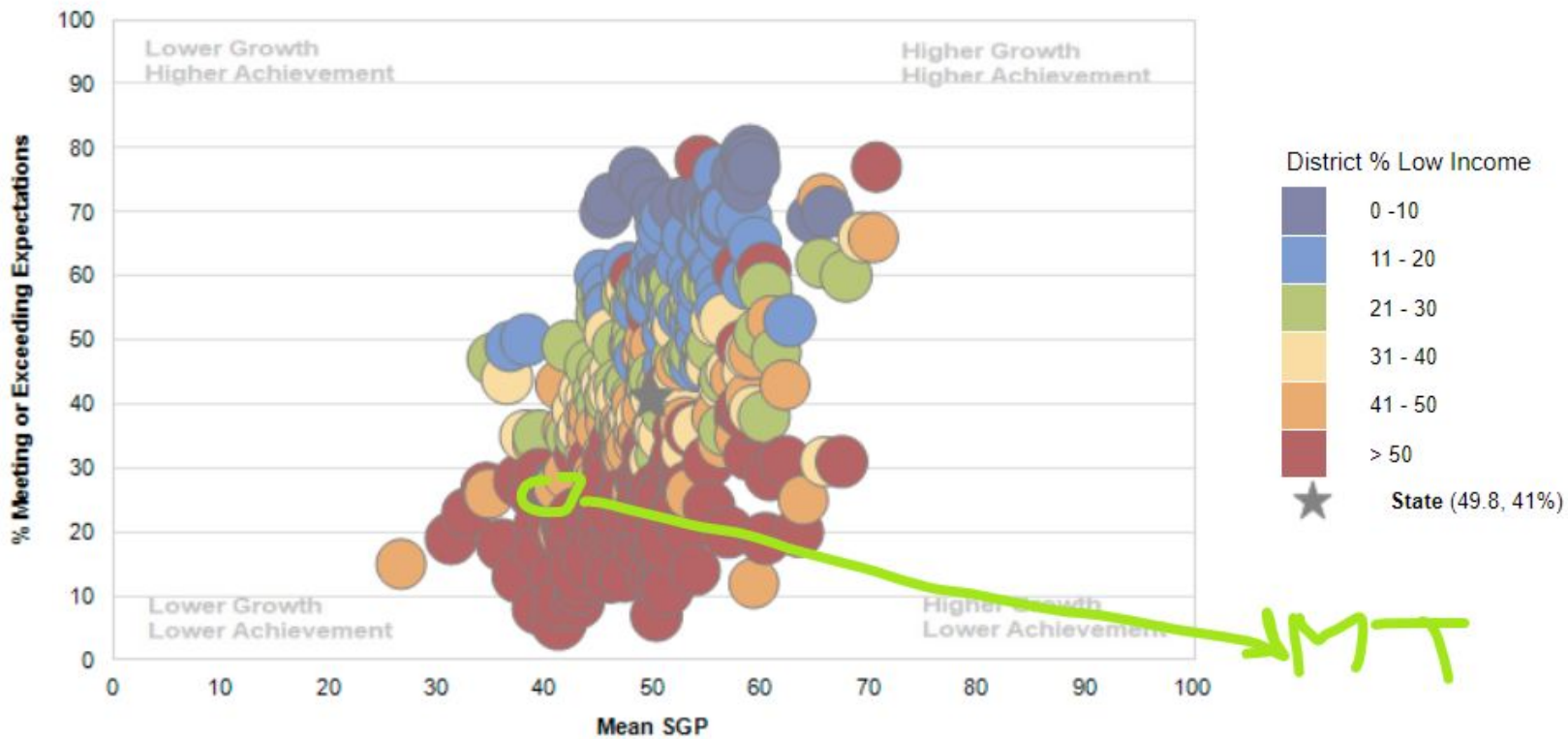
4th grade

MA is 39th in the nation

8th grade

MA is 37th in the nation





Accountability Data - MA DESE Recovery

- DESE sets annual improvement targets for several measures
- Points are awarded for progress toward targets, that are weighted over time
- Targets are based on a five-year recovery path toward 2019 (pre-pandemic) levels
- Targets are set for “all students” and demographic subgroups of students (i.e. race/ethnicity, income, EL, disability, etc.)

District Overall Rating: *Moderate Progress Toward Targets*

MTRS Overall: *Moderate Progress Toward Targets*

BSE Overall: *Moderate Progress Toward Targets*

CCS Overall: *Limited or No Progress Toward Targets*

Sanderson Overall: *Substantial Progress Toward Targets*

Accountability Highlights

We are making steady progress toward overall recovery

We are focused on MTSS for academics, social-emotional learning, and student behavior

We are continuing to provide out-of-school time supports in addition to tiered support in school, such as tutoring, summer programming, and enrichment

It will take time to address gaps in instruction while continuing to teach grade-level content and skills - *catch up growth*

High School Math Achievement

- Exceeded Growth Target for all students, “high needs” and “white” student subgroups

Science Achievement:

- Exceeded Growth Target for 5th/8th STE
- Met Growth Target for HS STE

4 Year Graduation Rate:

- Exceeded Growth Target for all students and “high needs” student subgroup
- Met Growth Target for “white” student subgroup

Chronic Absenteeism Rate:

- Exceeded Improvement Target for all students, “lowest performing,” “high needs,” and “white” student subgroups

Accountability Concerns

We have persistent *gaps in achievement* among higher needs subgroups and the general population

Students with greater needs were disproportionately affected by the pandemic, exacerbating existing systemic opportunity gaps

The state has provided some funding (through grants) to build additional support systems and improve MTSS

Participation Rate - Students Opting-Out

- Did not meet target participation rate of 95% or higher for “high needs,” “low income,” and “students with disabilities” subgroups
- Did not meet target participation rate of 95% for science for all students
- Leads to a district designation of: **Requiring Assistance or Intervention**
- BSE and MTRS also received this designation

ELA Achievement:

- Grade 3-8 “lowest performing” subgroup - declined
- Grade 10 “high needs” subgroup - declined

Math Achievement:

- Grade 3-8 “high needs” subgroup - declined

Dropout Rate

- “High needs” subgroup - rate increased

Advanced Coursework Completion

- Declined for all students, “high needs” and “white” student subgroups

Focusing on Strong Instruction for ALL

Working toward MTSS in Literacy and Math

Instructional Coaches for Literacy and Math

Curriculum implementation in K-8 ELA

Building Thinking Classrooms in ~4-10 math

Standards-Based Teaching/Learning in 7-12

*Continued focus on **systems change** toward improved tier one curriculum and instruction and targeted support for students post-pandemic*

- Prioritization of teacher support: collaborative planning, peer observation, coaching, professional development
- Use of aligned screening and diagnostic assessments and student work samples to understand student learning needs and progress
- Use of data meetings to plan for tiered instruction
- Support from outside consultants for systems change and building background knowledge
- Distributed leadership on multiple levels
- Use of grant funded opportunities to supplement school-based instruction

Data Focus Areas

For additional in-depth monitoring and reporting



Key Initiative: Crew/Advisory Program Monitoring

Collecting Survey Data on Crew, School Culture and Climate

- Student surveys and Focus Groups
- Staff surveys
 - Monitoring implementation
 - Adjusting curriculum and planning time
 - Adjusting school-wide activities

Collecting observational data on instruction

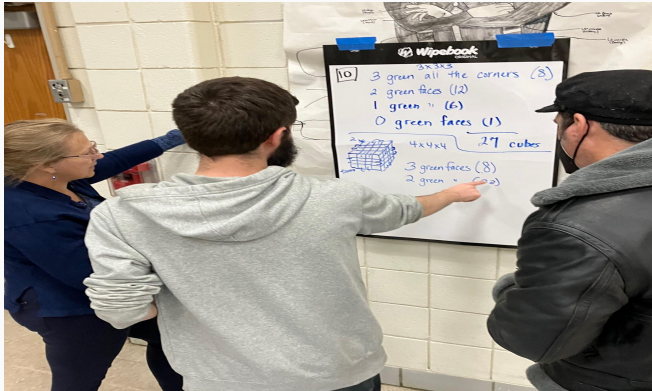
- Informal walkthroughs
- Learning walks from teacher-leaders
 - Monitoring implementation
 - Providing feedback to staff
 - Designing professional development
 - Support from EL coach

Baseline data to be shared in December

Key Area for Growth: Grades 3-8 Math

Measures to Monitor Progress:

- USNS (3-6)
- Number Corner Check-up (3-5)
- IXL (6-8)
- GloSS (7-8)
- MCAS 4-8



Targeted Support:

- Tier one curriculum prioritization
- Building Thinking Classrooms Model (PD, coaching, collaboration)
- Co-teaching and push-in
- Additional staff in MS math
- Intervention with specialists
- Grade 4 tutoring
- Acceleration Academies (Feb/Apr) pending grant