

Accountability Data 2023 for Tahanto Regional Middle High School: School Committee Presentation 12/12/23

Sally-Ann Stukuls
Director of Curriculum and Grants, Grades 6-12



Introduction



The Massachusetts Department of Education collects a wide range of data to help improve teaching and learning in Massachusetts schools.

The state also uses school and student data to inform our accountability system, which targets resources and assistance where they are needed most.

Massachusetts redesigned its district and school accountability system in 2018. Highlights of the new system include: using additional indicators beyond student test scores, focusing on the performance of each school as a whole and of its lowest performing students, and categorizing schools based on the type of support the Department would provide to them.



Definitions



“All Students”- Includes all students at Tahanto

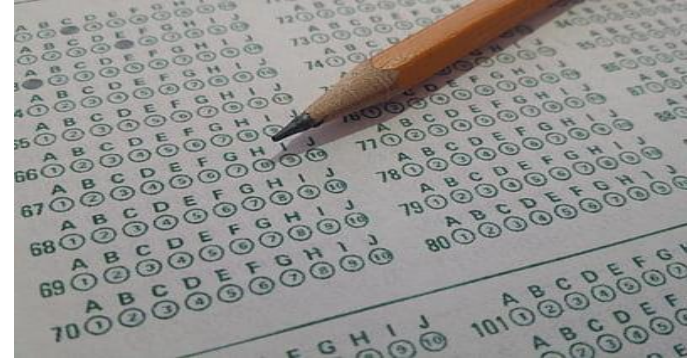
“Lowest Performing”- The group of students who, when considering achievement on the English language arts and mathematics MCAS assessments, are among the lowest performing students in the district or school.

“High Needs”: Students who belong to one or more of the following groups: students with disabilities, current or former English learners, and/or low income students.

**groups are represented by DESE in accountability data when they have a rate of 10 or more students.*



Definitions Continued



Meeting or exceeding targets. A district or school is identified as meeting or exceeding targets if it has a criterion-referenced target percentage of 75 percent or higher and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

Achievement: Students' actual MCAS scores

Student Growth. The student growth percentile (SGP) shows how one student's MCAS score compares with other students with similar prior MCAS scores. A school or district's SGP represents the average growth for the school or district.



Presentation info:

The remainder of the presentation will highlight accountability determinations from DESE in regards to:

Graduation Rate

Attendance

Access to Advanced Placement Courses

MCAS results for ELA, Math, and Science and what departments are doing to work towards meeting targets moving forward



Graduation Rate



“All students” at Tahanto **exceeded the target** of 95% with a 98.6% graduation rate.

Our “high needs” students **exceeded the target** of 95% with a rate of 96.6%.



Chronic Absenteeism in the Middle School

Definition: The percentage of students who miss 10 percent or more of the school year (for example, 18 or more days in a typical 180-day school year)

“All students”, “Lowest performing students” and “High Needs” students all **exceeded targets** of lowering chronic absenteeism in our middle school.

“All students” dropped from 24.6% in 2022 to 11.3% in 2023

“Lowest performing students” dropped from 42.4% in 2022 to 24.2% in 2023

“High needs students” dropped from 34.2% to 21.0%



Chronic Absenteeism in the High School

Both “all Students” and “high needs” students **exceeded targets** for chronic absenteeism at the high school level. “All students” dropped from 40.8% in 2022 to 14.2% in 2023 and for “high needs”, students dropped from 49.4% to 23.7%. Targets were 39.7% and 46.3 % respectively.



Advanced Coursework Completion

This indicator measures the percentage of all students enrolled in 11th and 12th grade that complete at least one advanced course, including but not limited to Advanced Placement (AP).

“All students” improved but below target. The 2022 rate was 73.5% and the 2023 rate was 73.6% but the target was set at 75.6%

“High needs” target was declined as their target was 52.3% and the actual rate for 2023 was 42.4% (which is also a drop from 2022’s rate of 46.3%.)



MCAS: ELA

Middle School Achievement: “all students” and “lowest performing” **met their targets** however the “high needs” group was **declined**.

High School Achievement: Both “all students” and “high needs” students **exceeded their targets**.

Middle School Growth: Growth was **high** for “all students” and “lowest performing students” however was **low** for the “high needs” category.

High School Growth: Growth was determined to **exceed typical growth** for all students.

What is the ELA department doing?

What is the ELA Department Doing?

ELA Focus Areas





MCAS: Math

Middle School Achievement: “all students” **met their target** however “lowest performing” and “high needs” **improved but below target**.

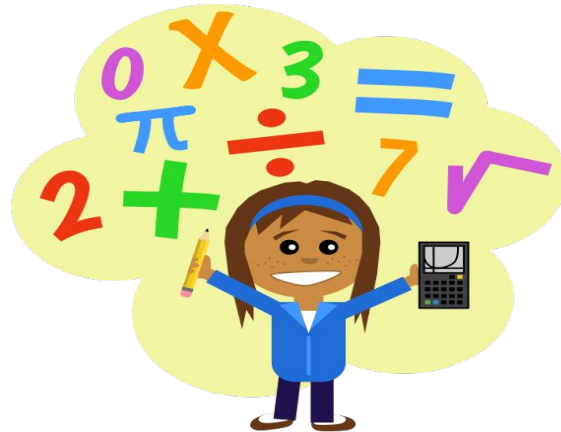
High School Achievement: “All students “ **met their target** for achievement however the “high needs” category was **declined**.

Middle School Growth: “all students” **exceeded typical growth** and growth was **high** for “lowest performing” and “high needs.”

High School Growth: was determined to be **high** for “all students”

What is the math department doing?

What is the math department doing to improve academic progress and MCAS scores





MCAS: Science

Middle School Science Achievement **exceeded the target** for “all students” however was **declined** for “high needs”.

High School Achievement **exceeded the target** for “all students”.

What is the science department doing?

What the Science Department is Doing





Tahanto Faculty Goals for Accountability Data Improvement

Professional Practice Goal: Over the next two years, create and implement a targeted plan to ensure that all students have equitable access to differentiated strategies and assessments tailored to their unique learning needs, styles, and preferences. Teachers will create/implement at least one strategy per quarter to support high needs students in accessing the curriculum.



Student Learning Goal

If targeted strategies are implemented in our classrooms to support our **high needs students, particularly SWD and ELL students**, students will show an increased understanding and engagement when those strategies are used. Data will show high needs students show a measurable increase in participation and/or scores on units that provided targeted support. This can be determined by: use of a pre-post test, rubric, utilization and completion of task with presented strategy, or other appropriate measures of student achievement.

“By the end of the one-year period, at least 50% of high needs students should show a measurable improvement in overall performance as evidenced by [school-wide rubric](#) assessment data by having achieved at least 80% of possible points. At the conclusion of the two-year period, at least 75% of high needs students in my classes should achieve at least 80% of possible points.”



Q and A





Resources

[Tahanto Educator Goals 2023-2024](#)

<https://www.doe.mass.edu/DataAccountability.html>

