MCAS Presentations
Tahanto Regional Middle High School
School Committee Meeting:
November 10, 2025

Renee Legendre, Director of Curriculum and Grants, Grades 6-12
Lisa Sequeira, Principal
Department Chairs: Francene Gleason (Math), Peter Doherty (ELA) and Tannis Smith (STE)

Definitions of terms used in MCAS analysis

Achievement: Students' actual MCAS scores

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

"**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.

How is SGP Calculated

SGP Calculations

SGPs are calculated using up to two years of historical MCAS data. For example, in spring 2025, a student's performance is compared to that of their academic peers who scored similarly on both the 2024 and 2023 MCAS tests. Academic peers are identified from all students statewide in the same grade and include all demographic groups (e.g., gender, income) and educational programs (e.g., sheltered English immersion, special education).

Key to Graphs

Colors on graphs will indicate:

Exceeding Expectations

Meeting Expectations

Partially Meeting Expectations

Not meeting Expectations

SCORING

NextGen Scaled Score Range	Next Gen Achievement Level Classes of 2023 - 2025	Legacy-equivalent Achievement Level and Scaled Score Range	CD Status
440 - 454	Not Meeting Expectations	Failing (200 - 218)	Did not pass
455 - 469		Needs Improvement (220 - 238)	Passed, requires EPP
470 - 471	Partially Meeting Expectations		
472 - 499	Partially Meeting Expectations	Proficient (240 - 258)	Passed
500	Meeting Expectations		
501 - 529	Meeting Expectations	Advanced (260 - 280)	
530 - 560	Exceeding Expectations		

NextGen Scaled Score Range	Next Gen Achievement Level Classes of 2026 - 2030	CD Status Classes of 2026 - 2030	Next Gen Achievement Level Classes of 2031 - Beyond	CD Classes of 2031 - Beyond
440 - 469	Not Meeting Expectations	Did not pass	Not Meeting Expectations	Did not pass
470 - 485	Partially Meeting Expectations	Passed, requires EPP	Partially Meeting Expectations	Passed, requires EPP
486 - 499	Partially Meeting Expectations	Passed	Partially Meeting Expectations	
500	Meeting Expectations		Meeting Expectations	Passed
501 - 529	Meeting Expectations		Meeting Expectations	
530 - 560	Exceeding Expectations		Exceeding Expectations	

Data Trends BBRSD vs. The State of Massachusetts

Data obtained through MA DESE DART data website:
DART (MA DESE Data)

High Needs Data: 2019-2025

	First Language Not English %	English Language Learner %	Economically disadvantaged %	Student with Disabilities %	High Needs %
2024-2025	13.3	3.3	14.8	19.0	30.8
2023-2024	12.8	2.8	17.4	18.2	32.2
2022-2023	12.4	2.5	16.9	16.9	31.3
2022	12.4	2.5	16.9	16.9	31.3
2021	12.5	2.1	14.1	16.2	28.2
2020	9.8	2.3	12.8	16.7	28.3
2019	7.4	1.7	12.2	18.4	28.3

Proficiency rates for students with IEPS (Indicator 3)

ELA

	2025	2025	2025	2025
	Grade 8	**State Target**	**Grade 10**	**state target**
Proficiency rate for students with IEPS	10.50%	16.00%	28.60%	31.00%
Proficiency rate for students *without* IEPS	63.00%		92.00%	
Gap in Proficiency	52.50%		63.40%	

Proficiency rates for students with IEPS (Indicator 3)

Math

	2025	2025	2025	2025
	Grade 8	**state target**	**grade 10**	**state target**
Proficiency rate for students with IEPS	15.80%	12.00%	**14.30%**	**20.00%**
Proficiency rate for students *without* IEPS	70.00%		89.00%	
Gap in Proficiency	54.20%		74.7	

How does the Special Education Department Support Students with Disabilities for MCAS Testing?

Special education provides individually designed instruction for students based on needs arising from their disability. Some general strategies that are used universally utilized in special education include:

1. Standards-based IEP goals, as appropriate
2. Data-informed instruction, as appropriate
3. Small group instruction, as appropriate
4. Scaffolded instruction, as appropriate
5. Consultation with teachers

Tahanto Regional Middle/High School 2025 ELA MCAS Results

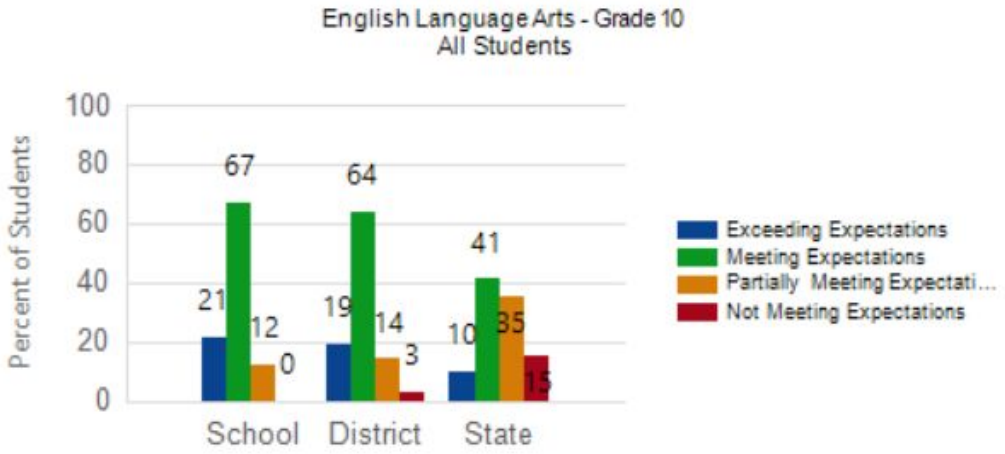
GRADES 6, 7, 8 AND 10

PETER DOHERTY, ELA DEPARTMENT CHAIR

2025 Results - Grade 10 ELA

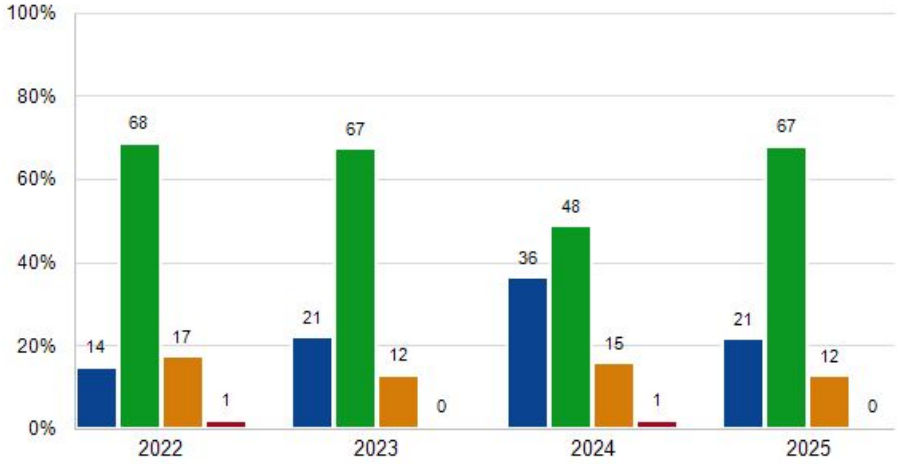
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	14	21	19	10
Meeting Expectations	45	67	64	41
Partially Meeting Expectations	8	12	14	35
Not Meeting Expectations	0	0	3	15
Total Included	**67**			

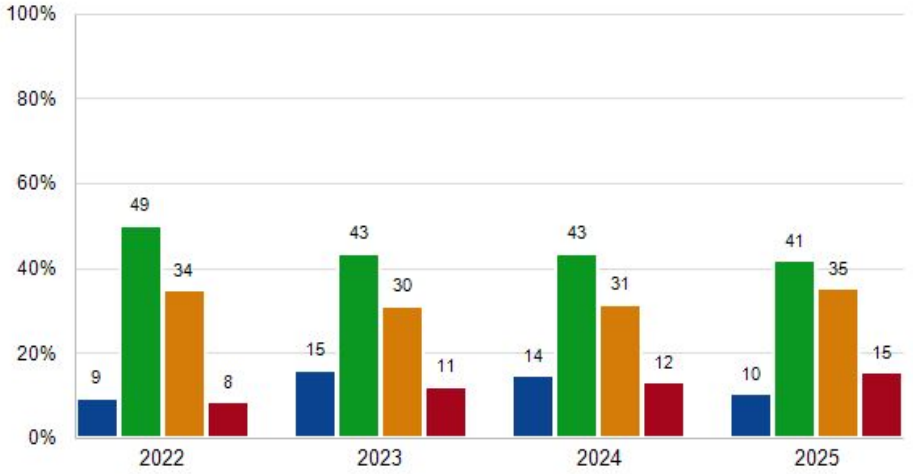


Grade 10 Achievement by Year

Tahanto



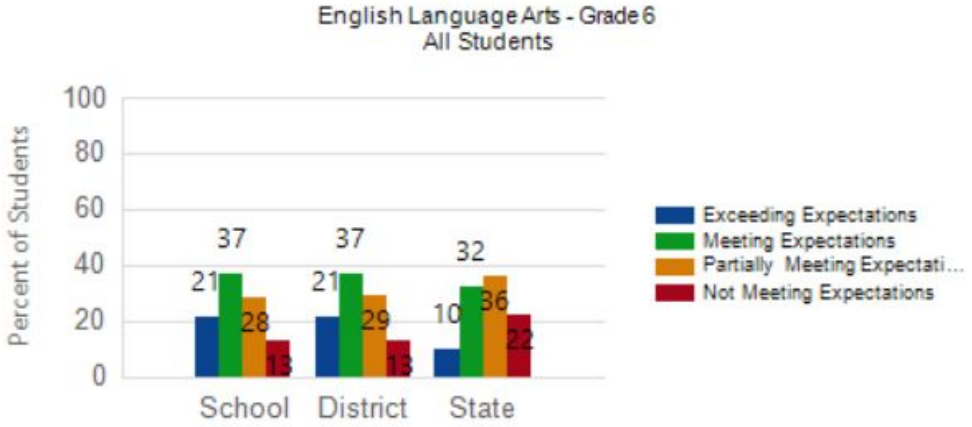
State

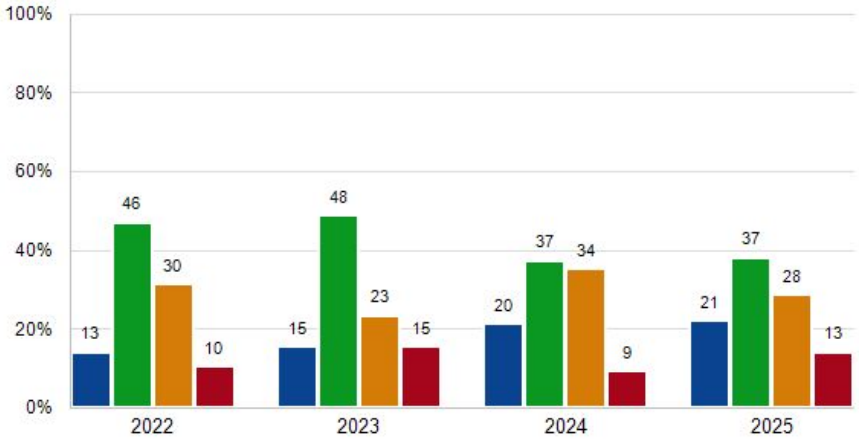


Grade 6 ELA

Participation Rate: 99%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	16	21	21	10
Meeting Expectations	28	37	37	32
Partially Meeting Expectations	21	28	29	36
Not Meeting Expectations	10	13	13	22
Total Included	**75**			

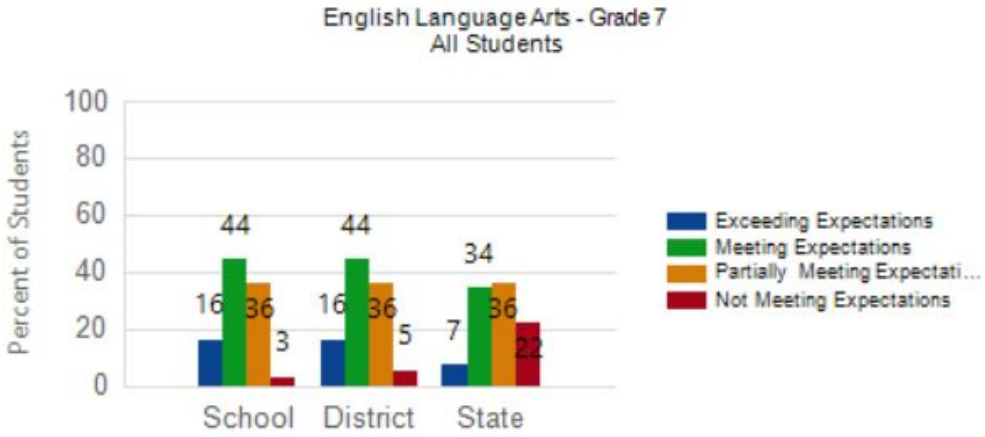


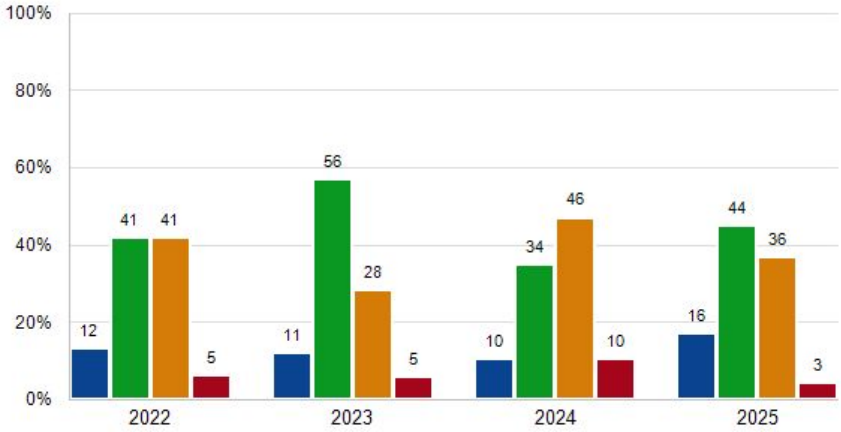


Grade 7 ELA

Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	14	16	16	7
Meeting Expectations	38	44	44	34
Partially Meeting Expectations	31	36	36	36
Not Meeting Expectations	3	3	5	22
Total Included	**86**			

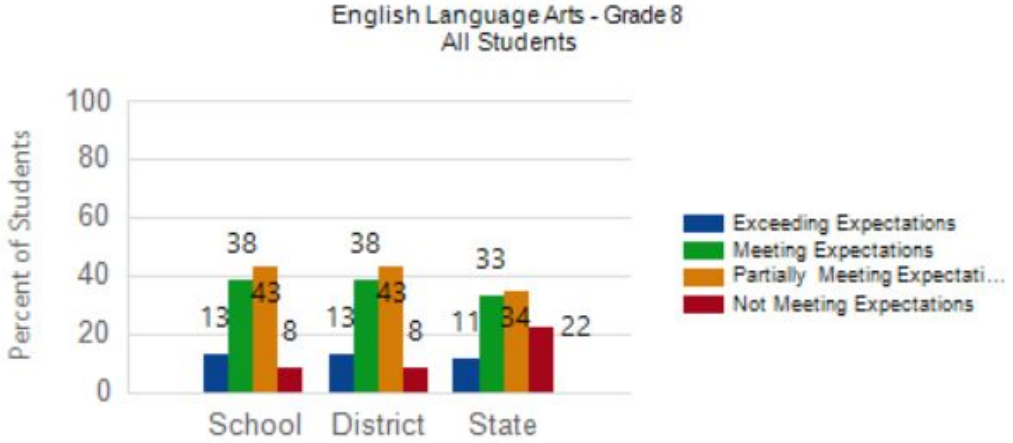


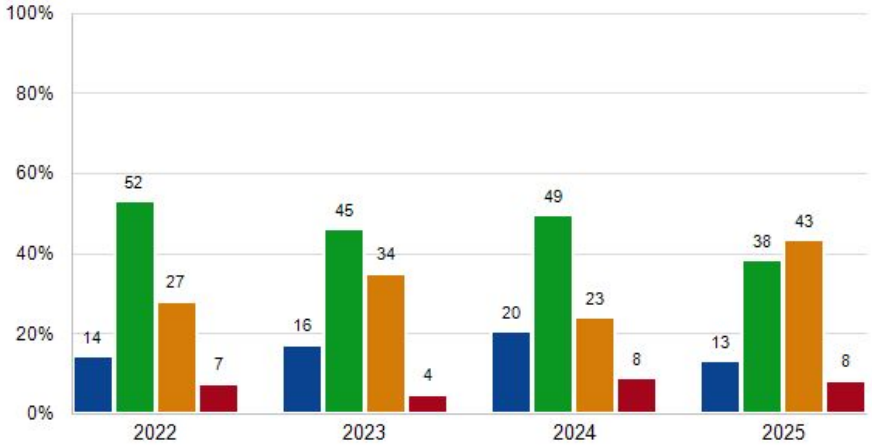


Grade 8 ELA

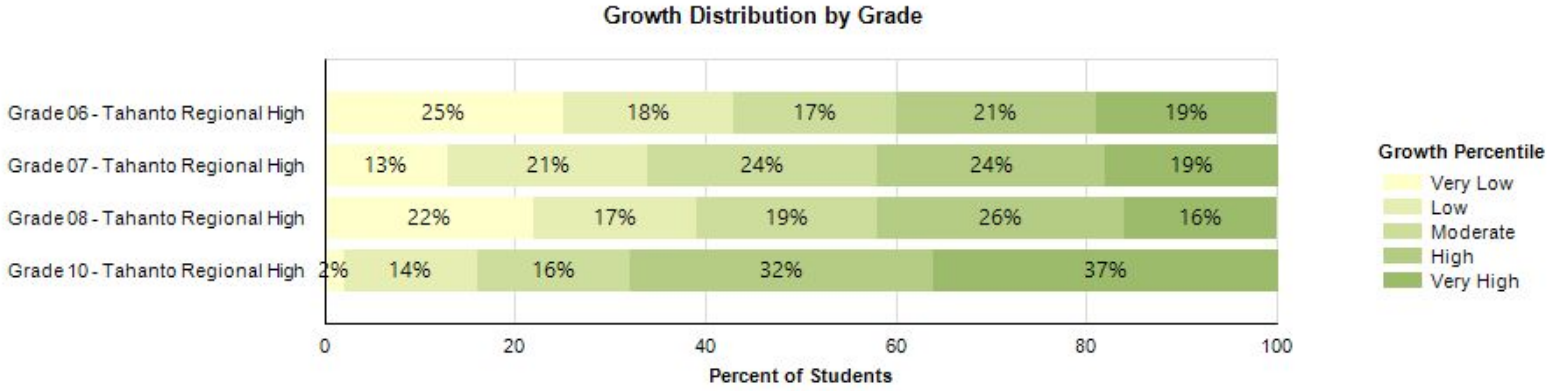
Participation Rate: 100%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	10	13	13	11
Meeting Expectations	30	38	38	33
Partially Meeting Expectations	34	43	43	34
Not Meeting Expectations	6	8	8	22
Total Included	**80**			





ELA Growth Distribution by Grade

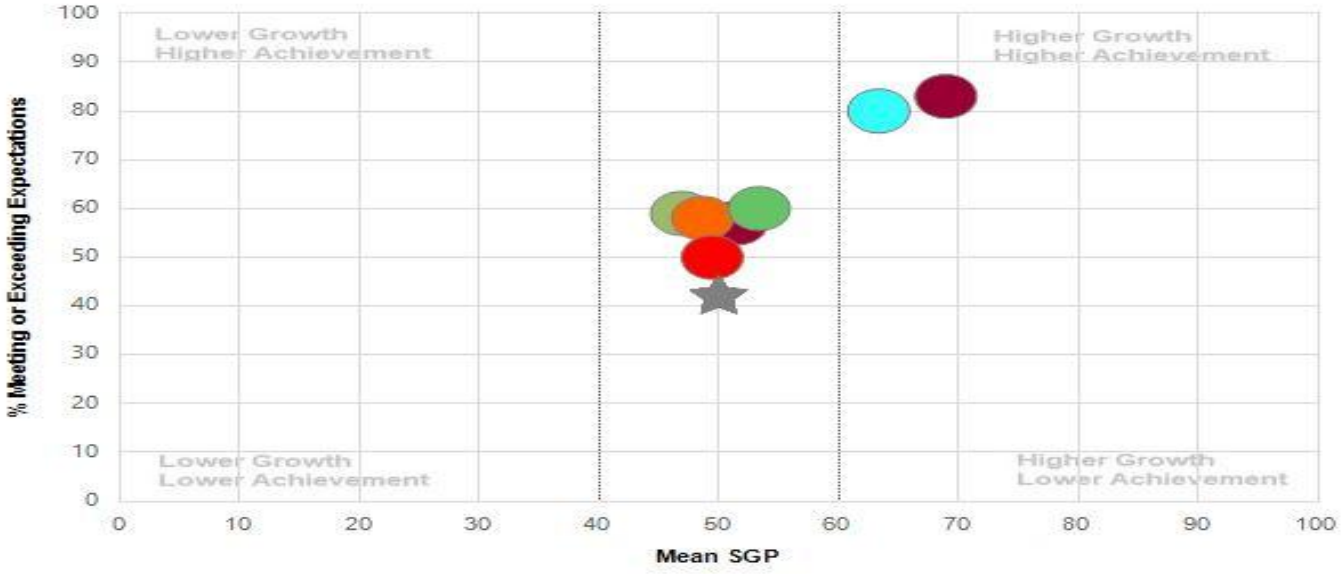


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Very Low	N Low	N Moderate	N High	N Very High	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
Grade 6 - Tahanto Regional High	18	13	12	15	14	49	72	59	75	99
Grade 7 - Tahanto Regional High	11	18	20	20	16	53	85	60	86	100
Grade 8 - Tahanto Regional High	17	13	15	20	12	49	77	50	80	100
Grade 10 - Tahanto Regional High	1	9	10	20	23	70	63	88	67	100

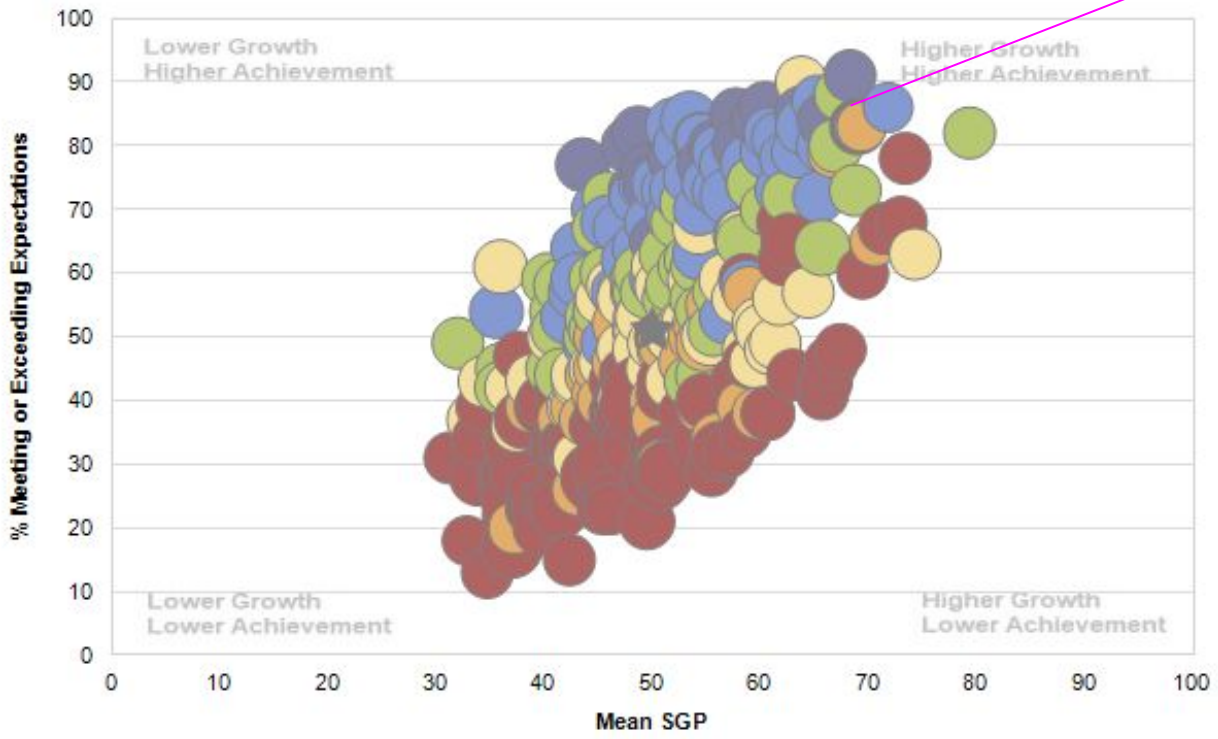
Mean student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Achievement and Growth - ELA, Grades 4 - 8 & 10



		Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
	All Grades	52	396	57	1,020
	Grade 4	47	37	59	165
	Grade 5	63	28	80	183
	Grade 6	49	72	58	151
	Grade 7	53	85	60	173
	Grade 8	49	77	50	160
	Grade 10	69	65	83	139

Statewide Achievement and Growth by District
Grade 10



Tahanto
SGP 70
M and E 88%
Low Income 11-20%

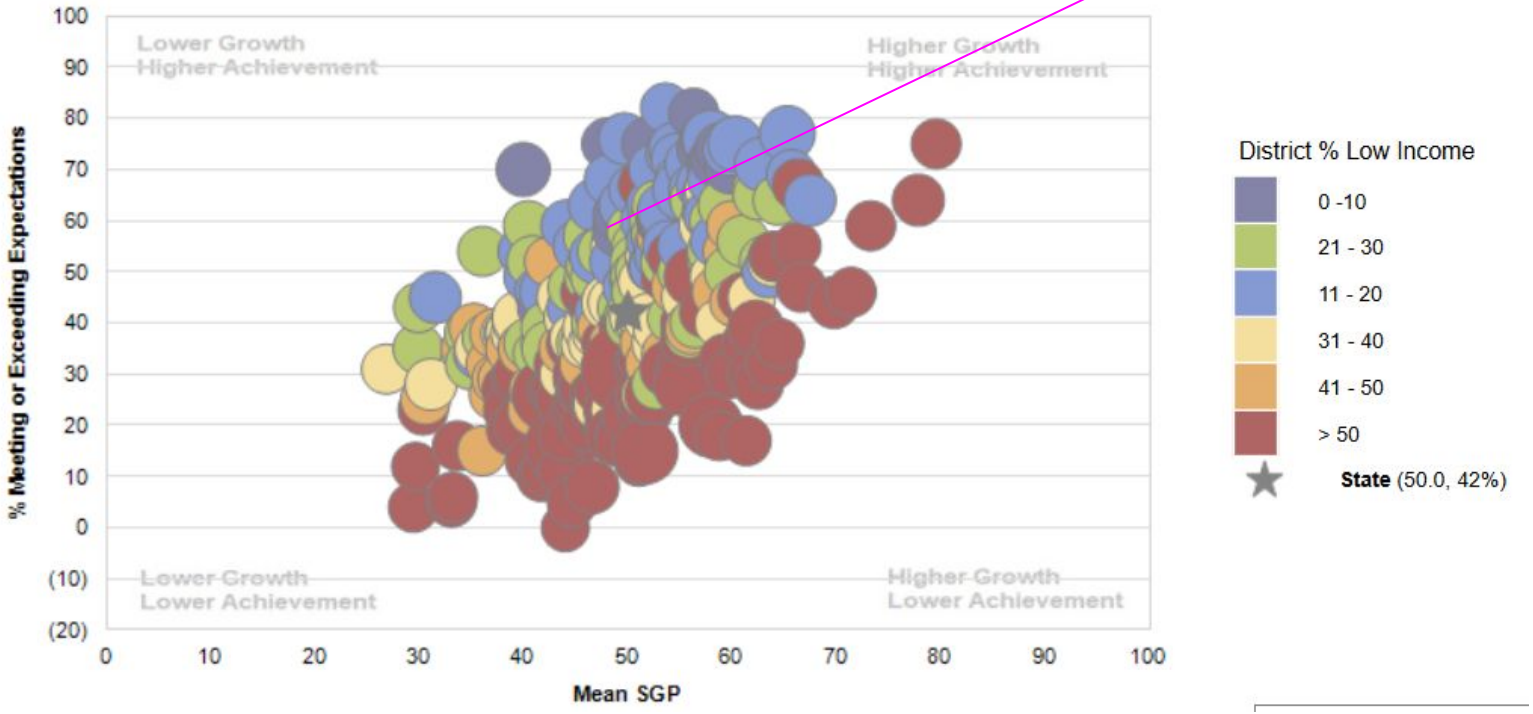
District % Low Income

- 0 -10
- 21 - 30
- 11 - 20
- 31 - 40
- 41 - 50
- > 50

State (50.0, 51%)

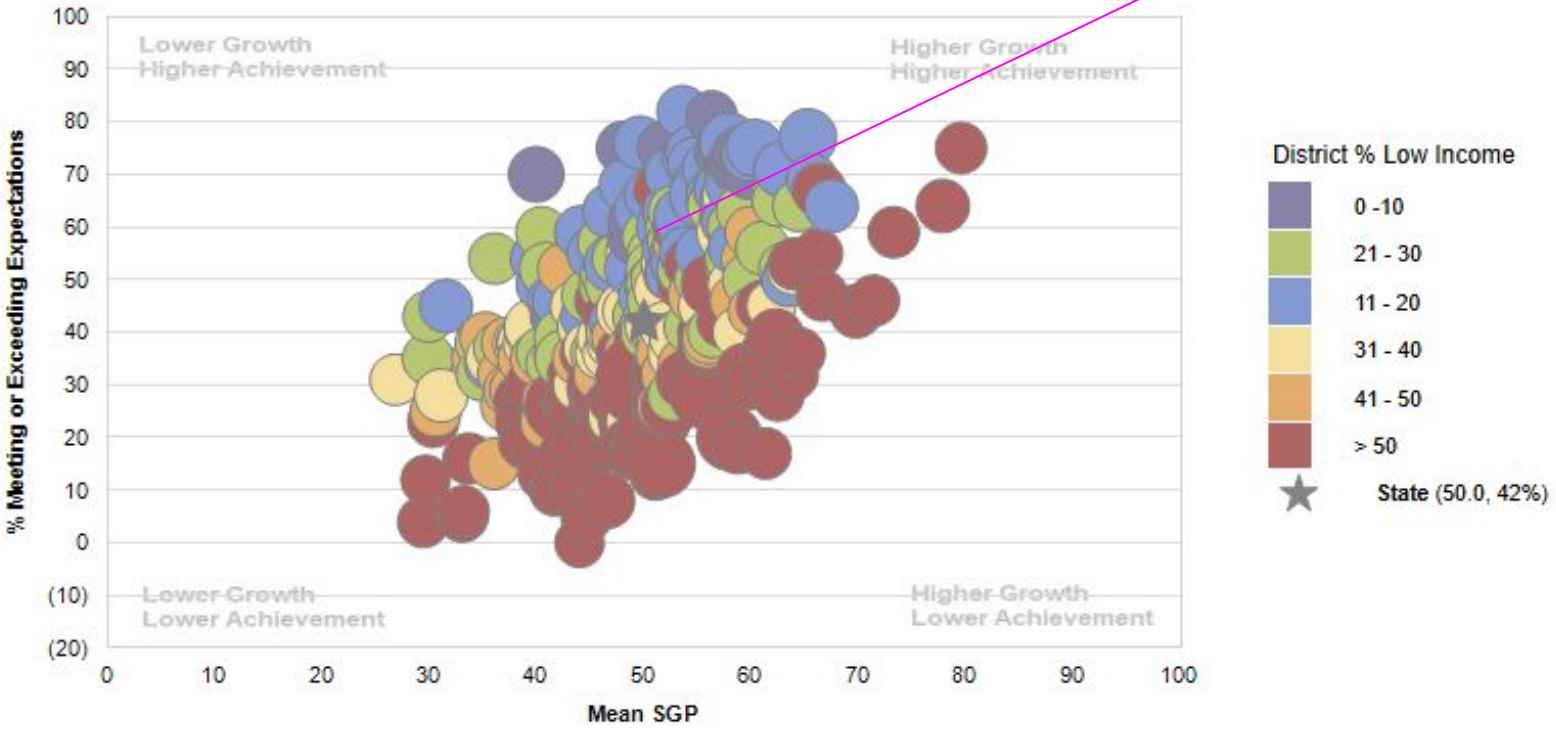
Statewide Achievement and Growth by District
Grade 6

Tahanto
SGP 49
M and E 59%
Low Income 21-30%

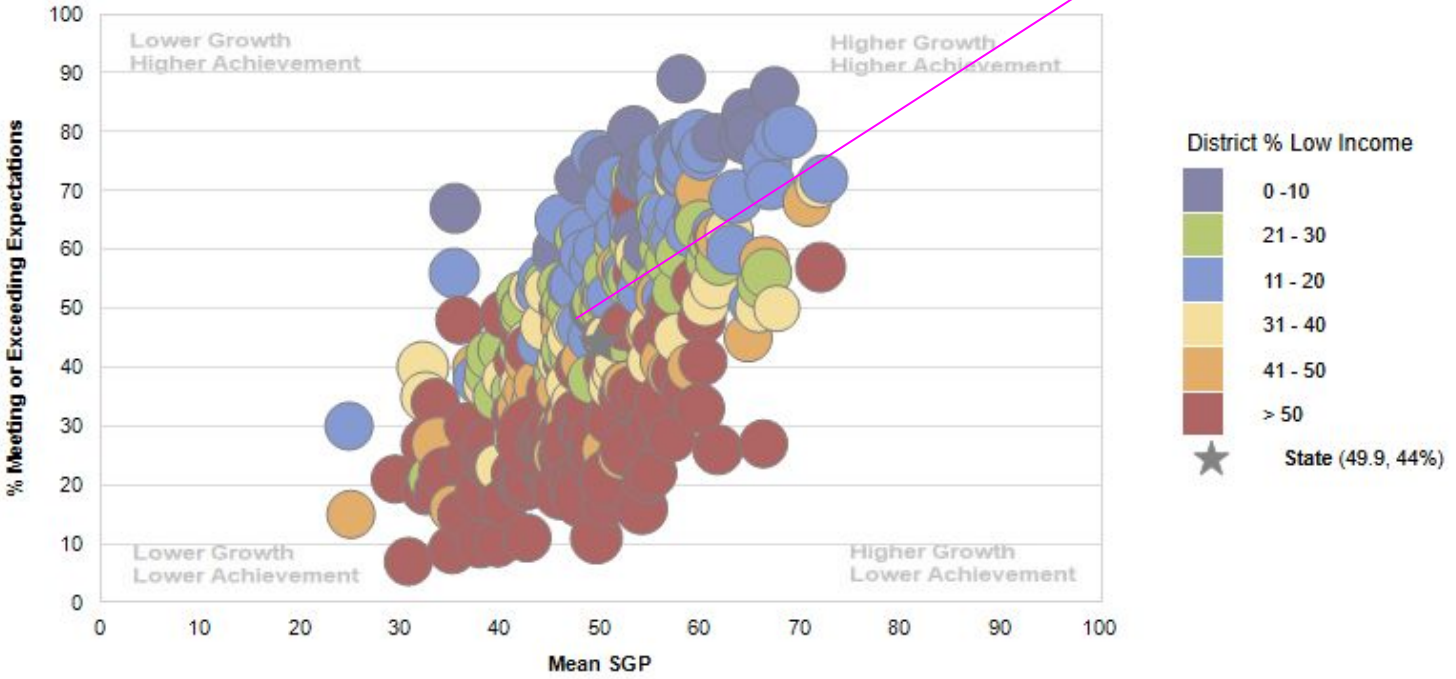


Statewide Achievement and Growth by District
Grade 7

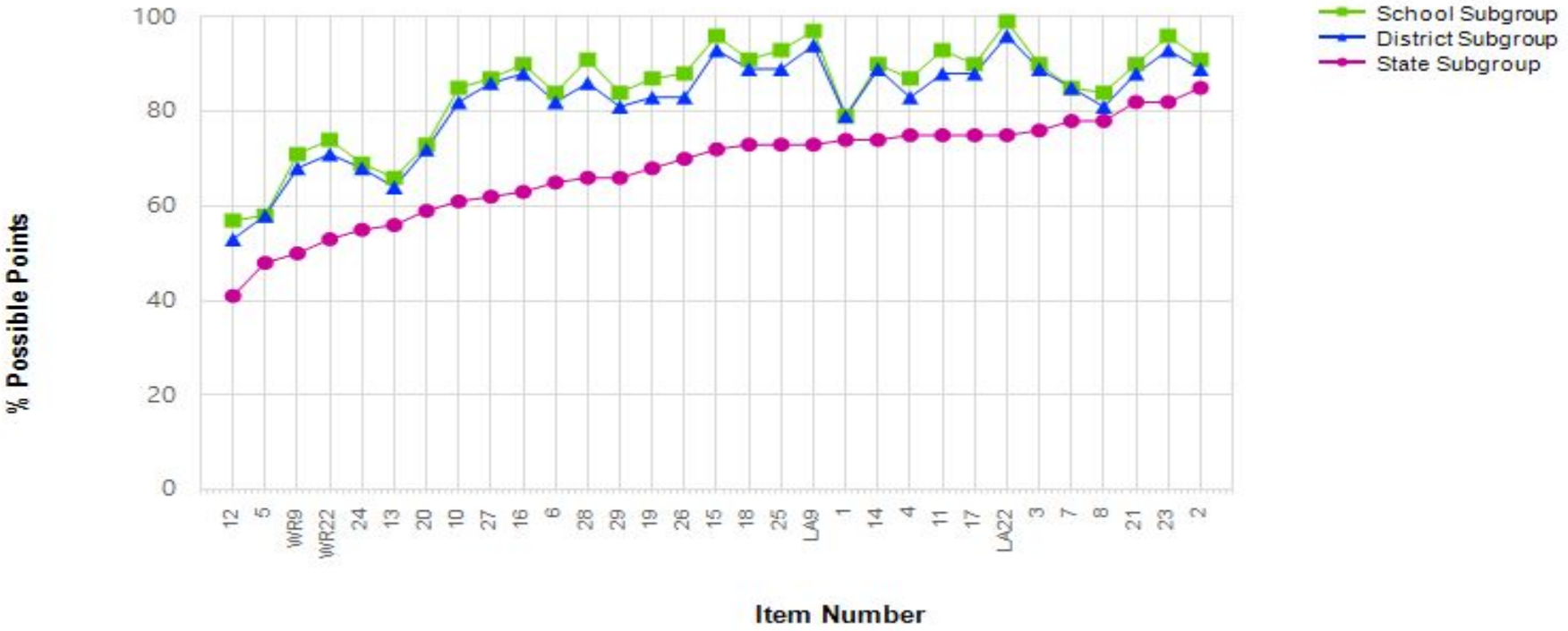
Tahanto
SGP 53
M and E 60%
Low Income 11-20%



Statewide Achievement and Growth by District
Grade 8



10th Grade Curriculum Item Analysis



6th Grade Curriculum Item Analysis



7th Grade Curriculum Item Analysis



8th Grade Curriculum Item Analysis



10th Grade Highlights

- **Tied for 4th in the state for % of ALL STUDENTS in Exceeding and Meeting Combined**
- **4th in the state for % of HIGH NEEDS students in Exceeding and Meeting Combined**
- **10th in the state for average Student Growth Percentile**

That puts us in the top 3% of schools in MA for both growth and achievement.

(based on 302 districts)

ELA Department

Examined MCAS and other data to identify specific areas of need at all grade levels

Determined three primary areas of need in all grades which will become “Power Standards” for ELA Department:

- **Writing: Topic development**
- **Reading: Identifying function of literary techniques in texts / identifying connecting evidence from multiple sources**
- **Language: Identifying parts of speech and their function in texts**

Continue to meet with Administration at all levels for vertical alignment of K-12 Curriculum

Continue to update ELA Curriculum to ensure all major assessments are in line with State Standards

Build an MCAS Google Classroom for ease of access to Data especially over time

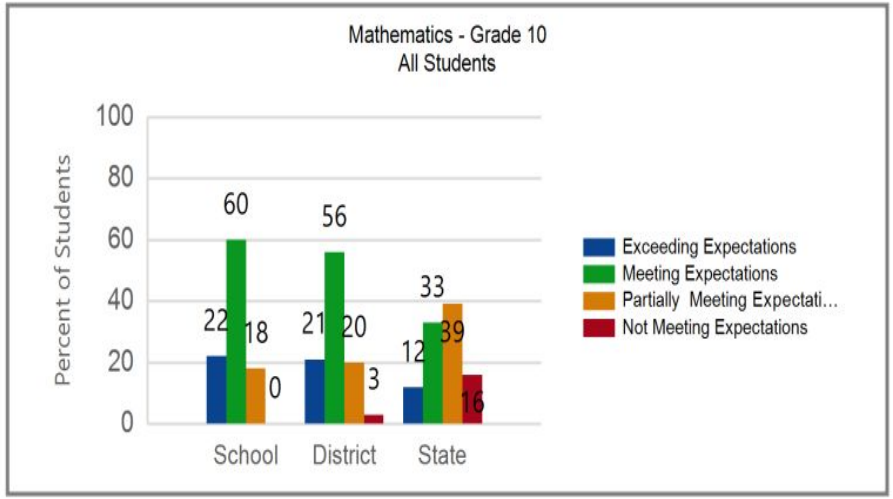
Build reports for curriculum analysis through the years that the State does not have available

Math MCAS 2025

2025 10th Grade Results

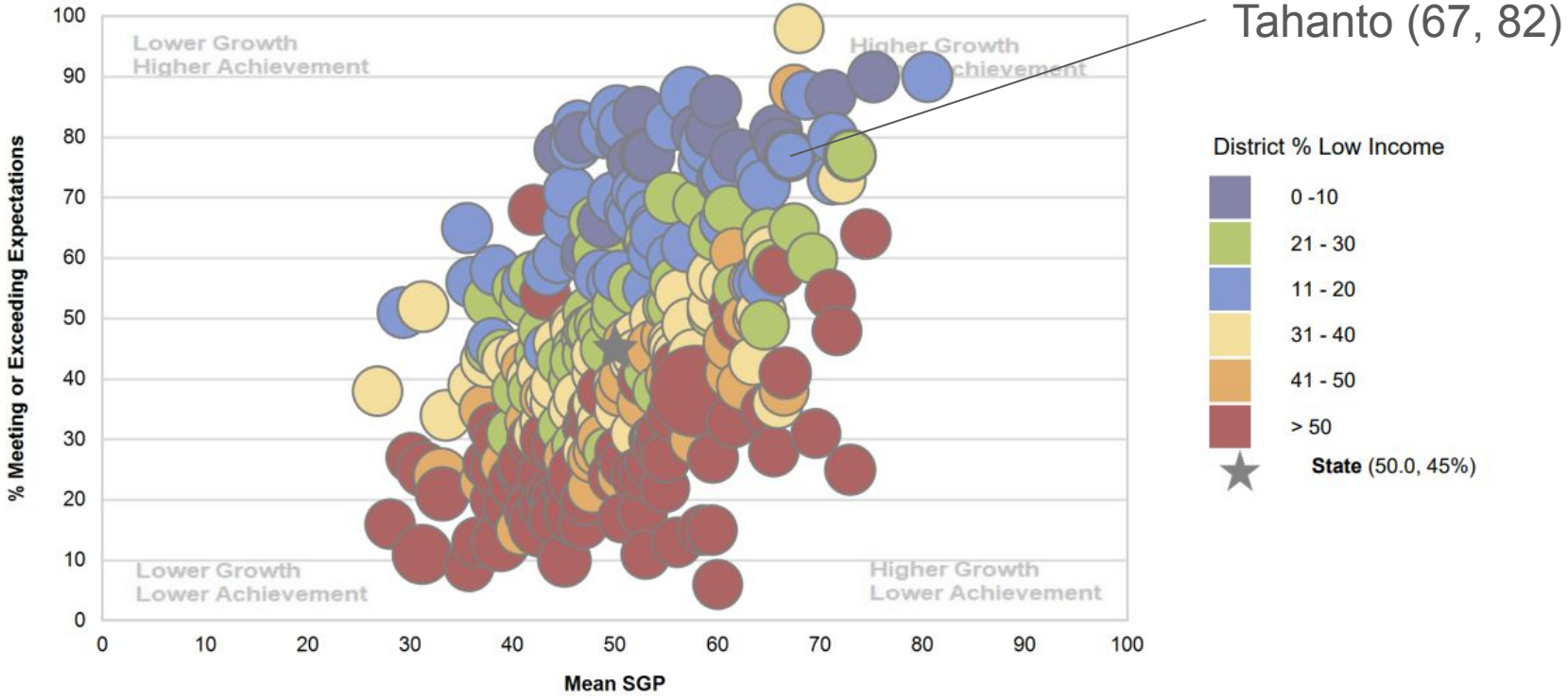
Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	15	22	21	12
Meeting Expectations	40	60	56	33
Partially Meeting Expectations	12	18	20	39
Not Meeting Expectations	0	0	3	16
Total Included	**67**			

82% Exceeding or Meeting Expectations

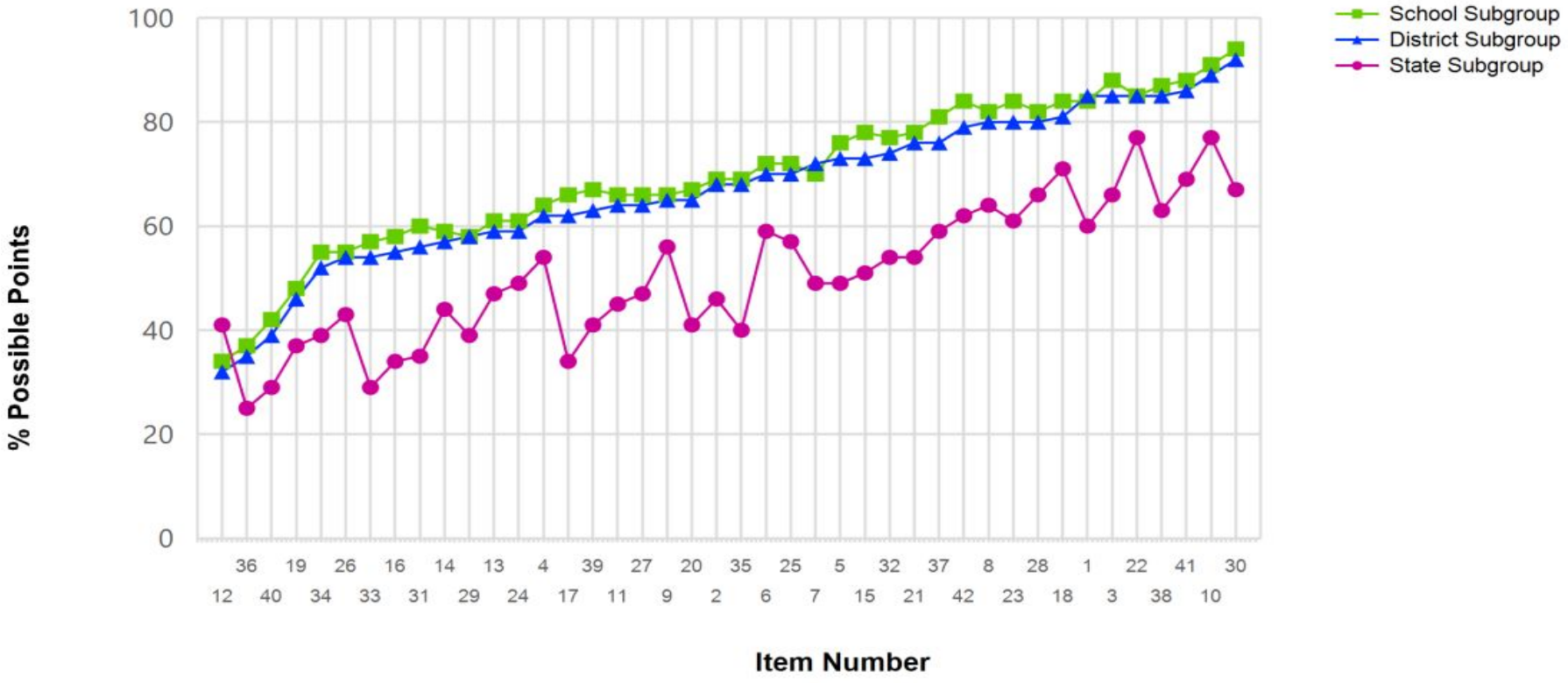


Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
68	63	82	67

10th Grade Achievement and Growth Comparison to Other Districts



10th Grade Curriculum Item Analysis

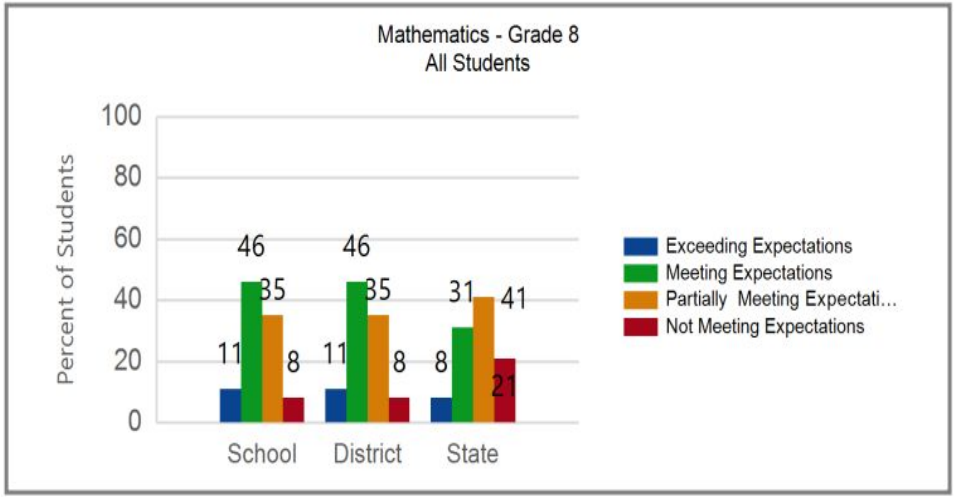


Tahanto underperformed on one question.

2025 8th Grade Results

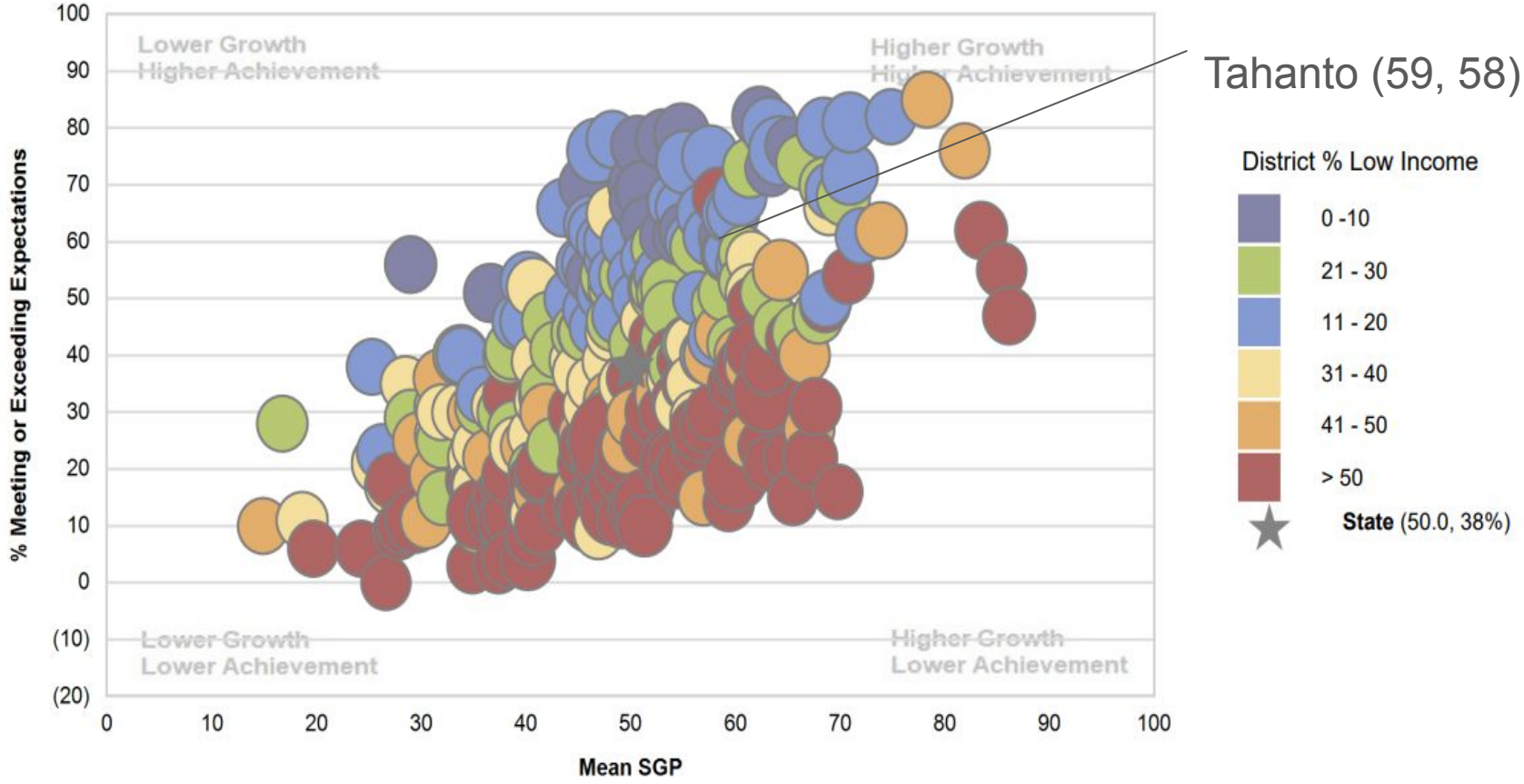
Participation Rate: 100%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	9	11	11	8
Meeting Expectations	37	46	46	31
Partially Meeting Expectations	28	35	35	41
Not Meeting Expectations	6	8	8	21
Total Included	**80**			

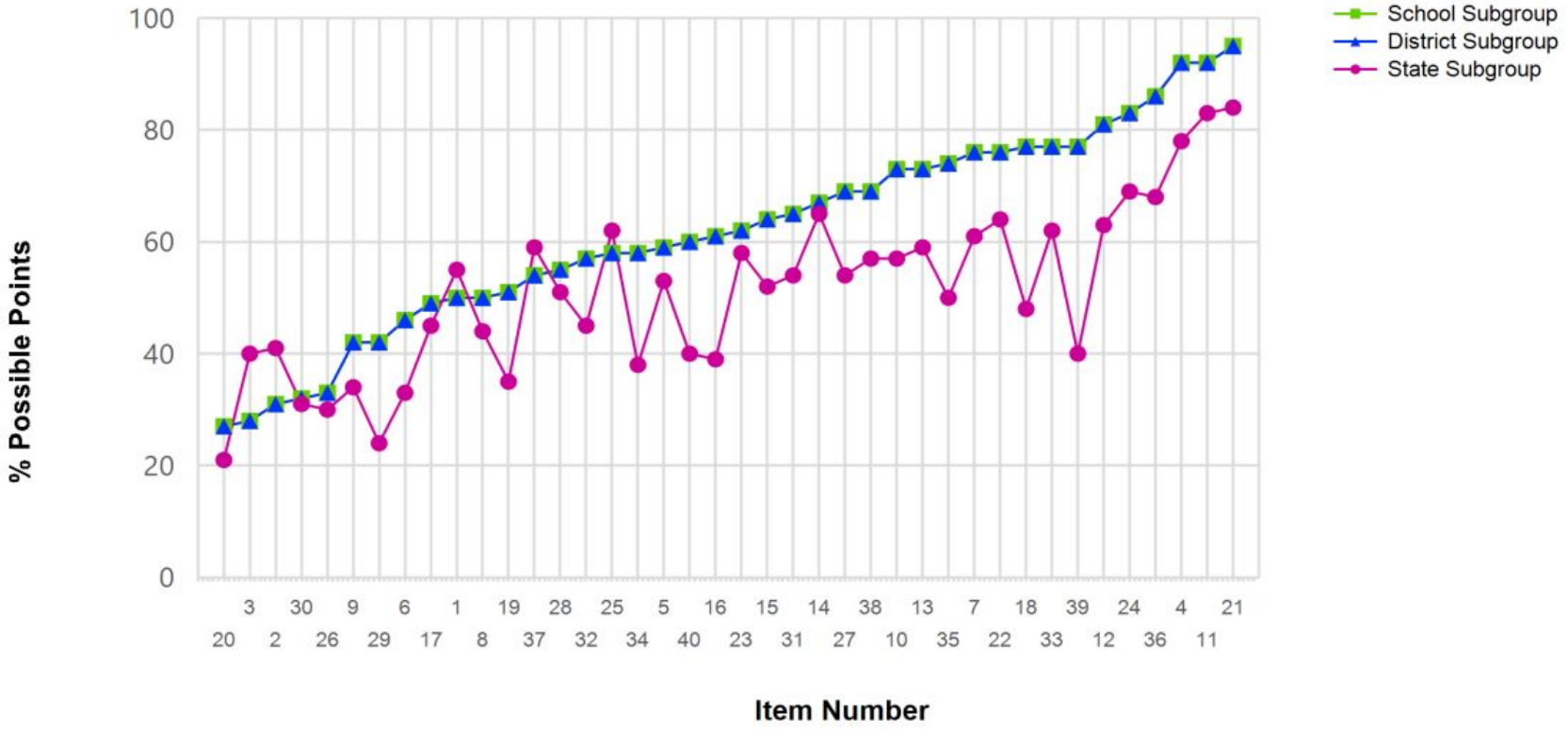


Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
59	77	58	80

8th Grade Achievement and Growth Compared to Other Districts



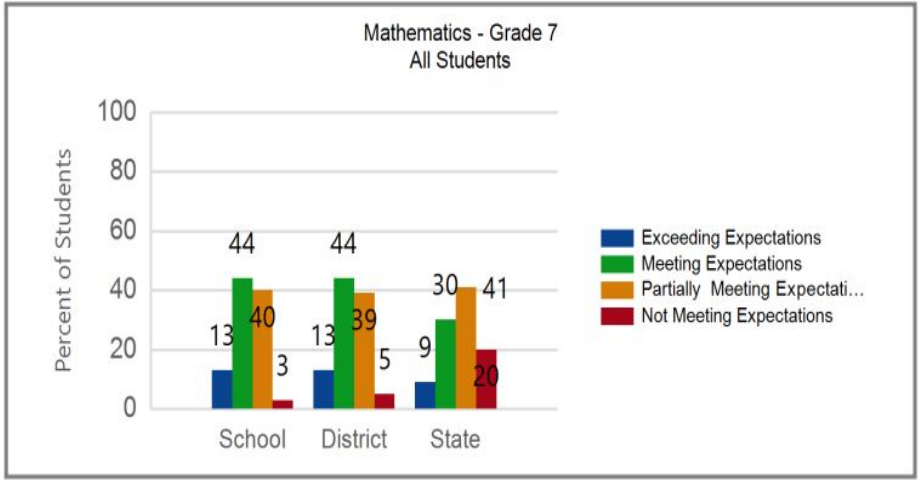
8th Grade Curriculum Item Analysis



2025 7th Grade Results

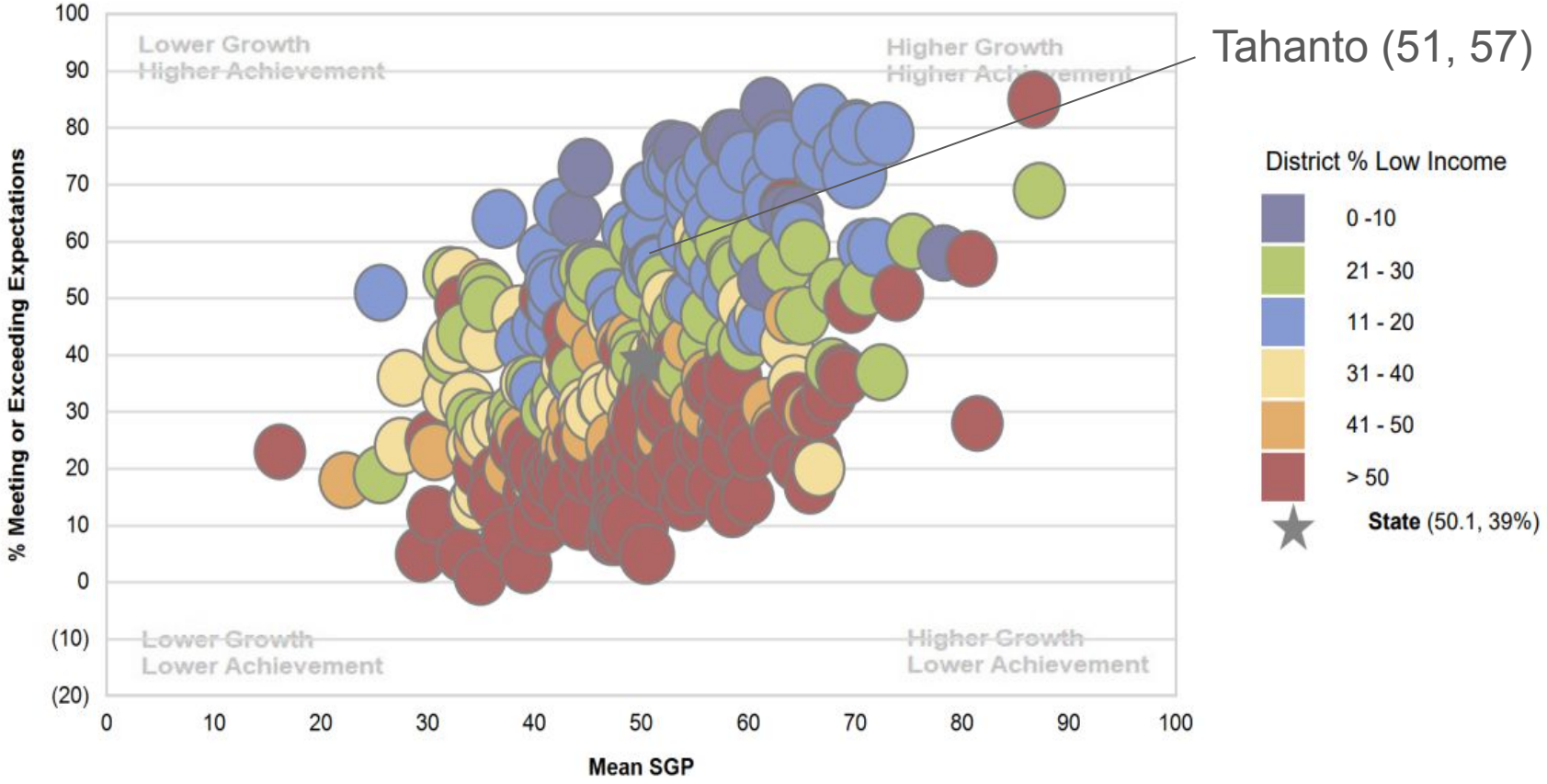
Participation Rate: 100%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	11	13	13	9
Meeting Expectations	38	44	44	30
Partially Meeting Expectations	34	40	39	41
Not Meeting Expectations	3	3	5	20
Total Included	**86**			

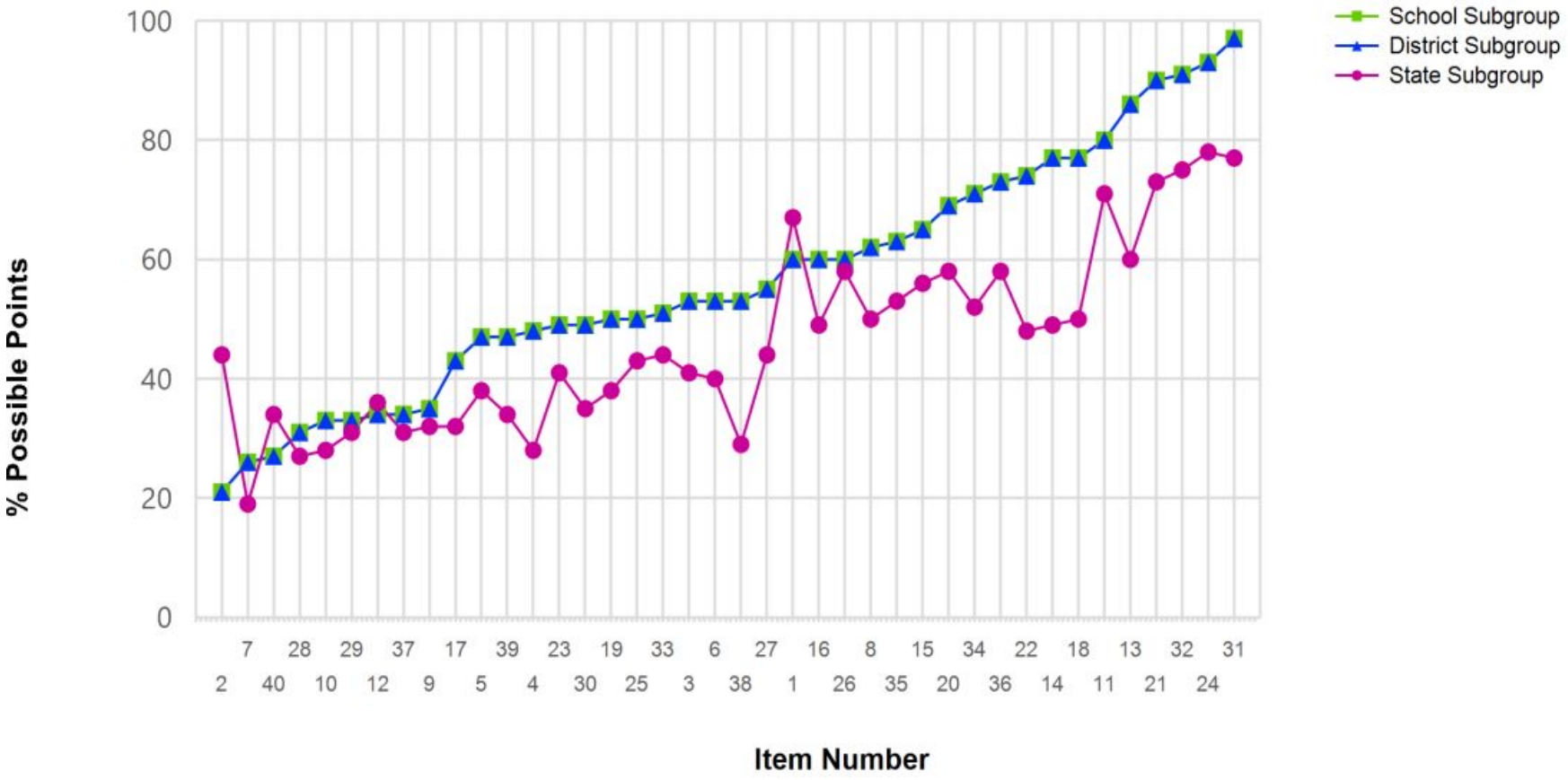


Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
51	86	57	86

7th Grade Achievement and Growth Compared to Other Districts



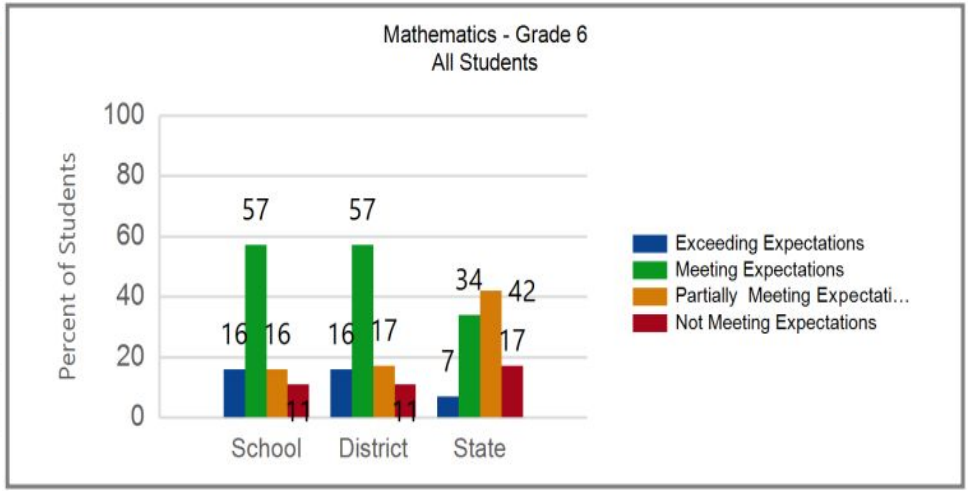
7th Grade Curriculum Item Analysis



2025 6th Grade Results

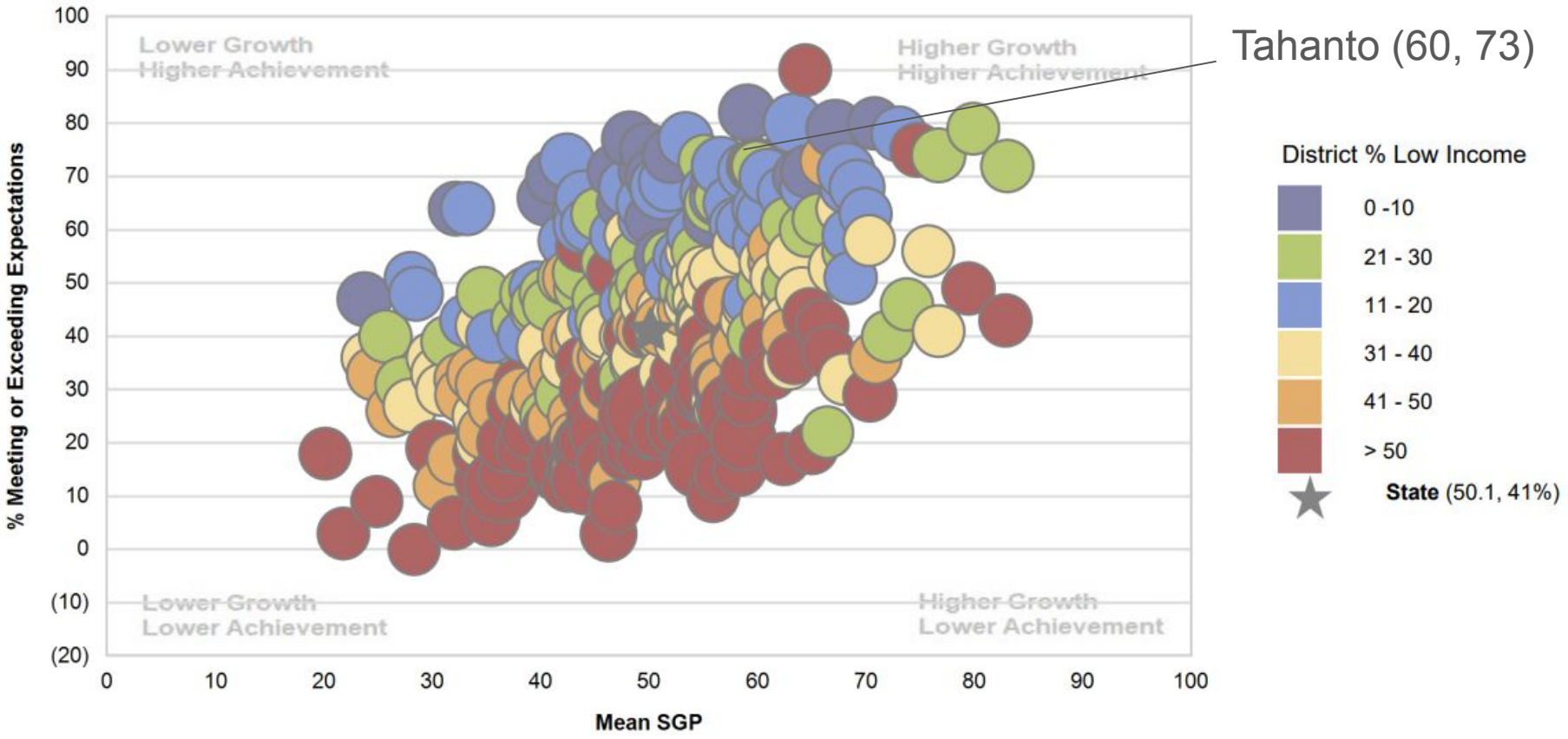
Participation Rate: 99%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	12	16	16	7
Meeting Expectations	43	57	57	34
Partially Meeting Expectations	12	16	17	42
Not Meeting Expectations	8	11	11	17
Total Included	**75**			

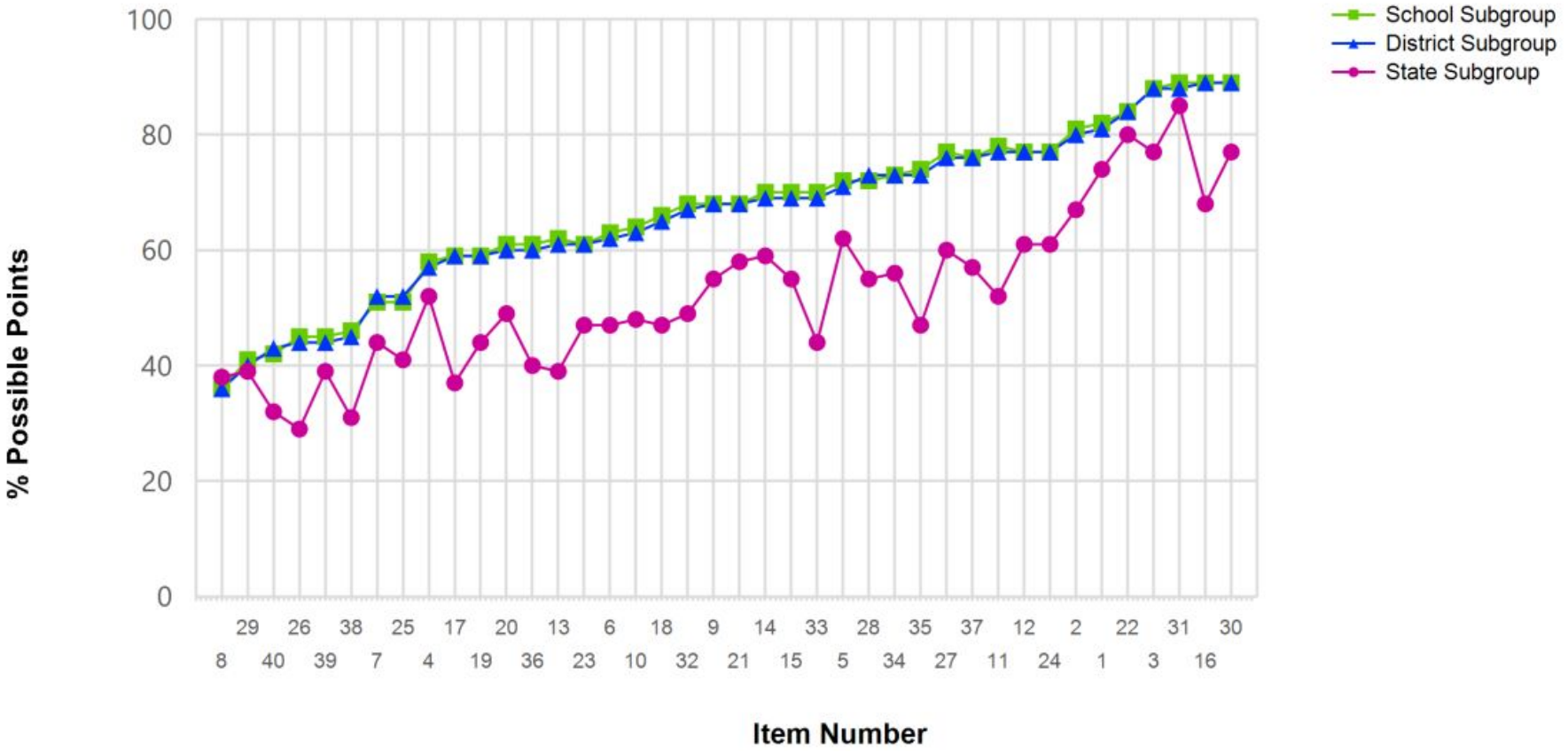


Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement
60	73	73	75

6th Grade Achievement and Growth Compared to Other Districts



6th Grade Curriculum Item Analysis



New math teacher…THANK YOU

- The new teacher makes it possible to create **intervention and support classes** such as math labs or small-group instruction periods. These structures help address foundational skill gaps early, preventing students from falling further behind and improving overall course pass rates and confidence in mathematics. Next year this will be a crucial piece for scheduling.
- With another educator, the department can **differentiate instruction more effectively**—offering flexible groupings, co-teaching opportunities, and scaffolded learning experiences. This supports diverse learners while maintaining rigor and pacing for all students.
- Our additional math teacher allows the department to **expand offerings in financial literacy**, a state and national priority. Embedding real-world applications like budgeting, credit, and data interpretation helps students—especially high-needs learners—see math as relevant and empowering. The expertise that our new math teacher brings to the department in this area is inimitable. The "Permissionless Apprentice" and "Build Once, Sell Twice" courses that he has added to his curriculum are exceptional.
- Investing in math staffing is a direct investment in **closing opportunity and achievement gaps**, which aligns with district strategic goals and state accountability measures.
- An additional math teacher allows for class sizes of our **CP math classes to remain smaller** than our honors to provide more opportunities for one-on-one support during the class period.

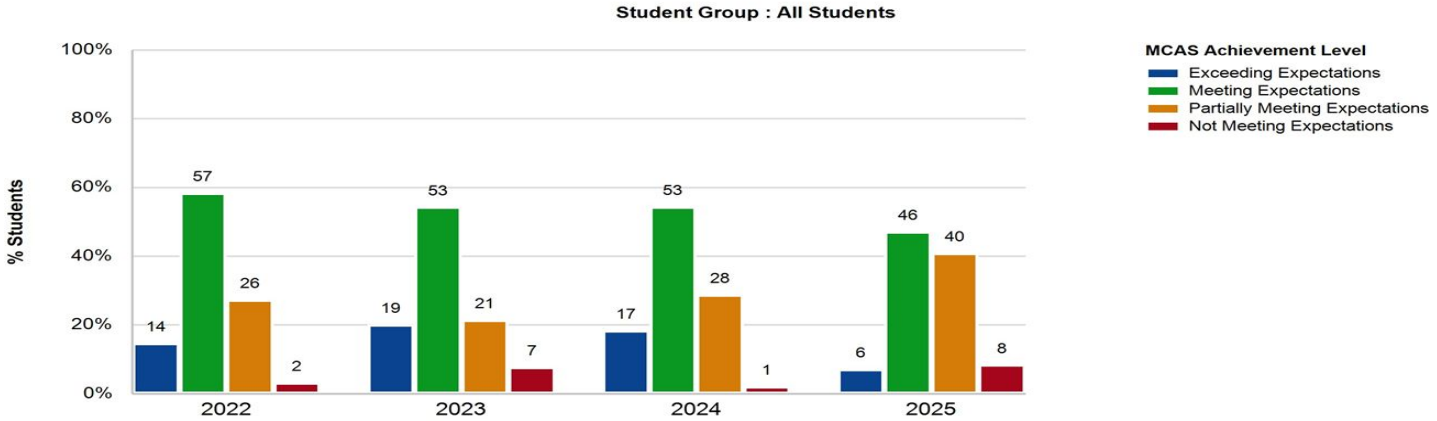
What is the Math Department Doing?

- **Regularly meet to examine math achievement and growth by subgroup (ELL, IEP, low-income, etc) to identify ways to bridge the gap with high needs students.**
- **Use formative data (not just MCAS/IXL) to identify learning needs early.**
- **Support our highest achieving students with the addition of AP Precalculus and encourage students who are capable to take AP math courses as soon as their sophomore year.**
- **Algebra I Honors has been reintroduced into the 8th grade.**
- **We incorporate open response questions into our assessments so that students are prepared to answer open response questions with ease. The MCAS requires an impressive amount of writing in all areas of the curriculum. Consequently, we require students to be able to answer open response questions in correct format.**
- **We collaboratively analyze student work to make instructional decisions.**
- **We reflect on student learning and teaching through conversation and observations of student assessments and bounce innovative ideas off one another.**
- **we continually research new resources to help our students access more practice of content.**
- **We recommend students for after-school peer tutoring through the ACE club.**

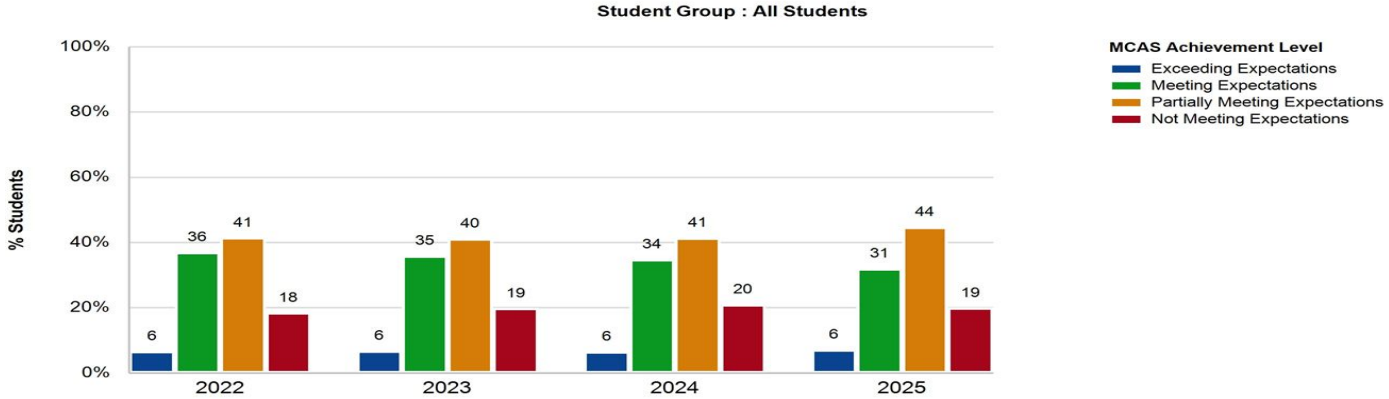
What is the Math Department Doing?

- **New curriculum (REVEAL math) is still be utilized in grades 6-8. We believe that this curriculum is a major contributor to the increased MCAS math scores we saw last school year. The curriculum allows for our teachers to develop our students' problem-solving skills.**
- **The pathway for middle school math students has continued to develop. We are in the second year of accelerated math in the middle school. This first cohort of students are in Algebra 1 as eighth graders and are performing at or above their ninth grade peers according to ALEKS benchmark testing.**
- **We are using analysis of IXL and MCAS data to target and improve instruction.**
- **Sixth grade team is making effective use of their WIN block to provide targeted math instruction in bi-weekly cycles of ELA and Math supports.**
- **Increasing enrollment in math teams in order to provide opportunities for high achieving students to showcase their math competencies and network with similar students from other schools.**

8th Grade Sci/Tech MCAS 2025

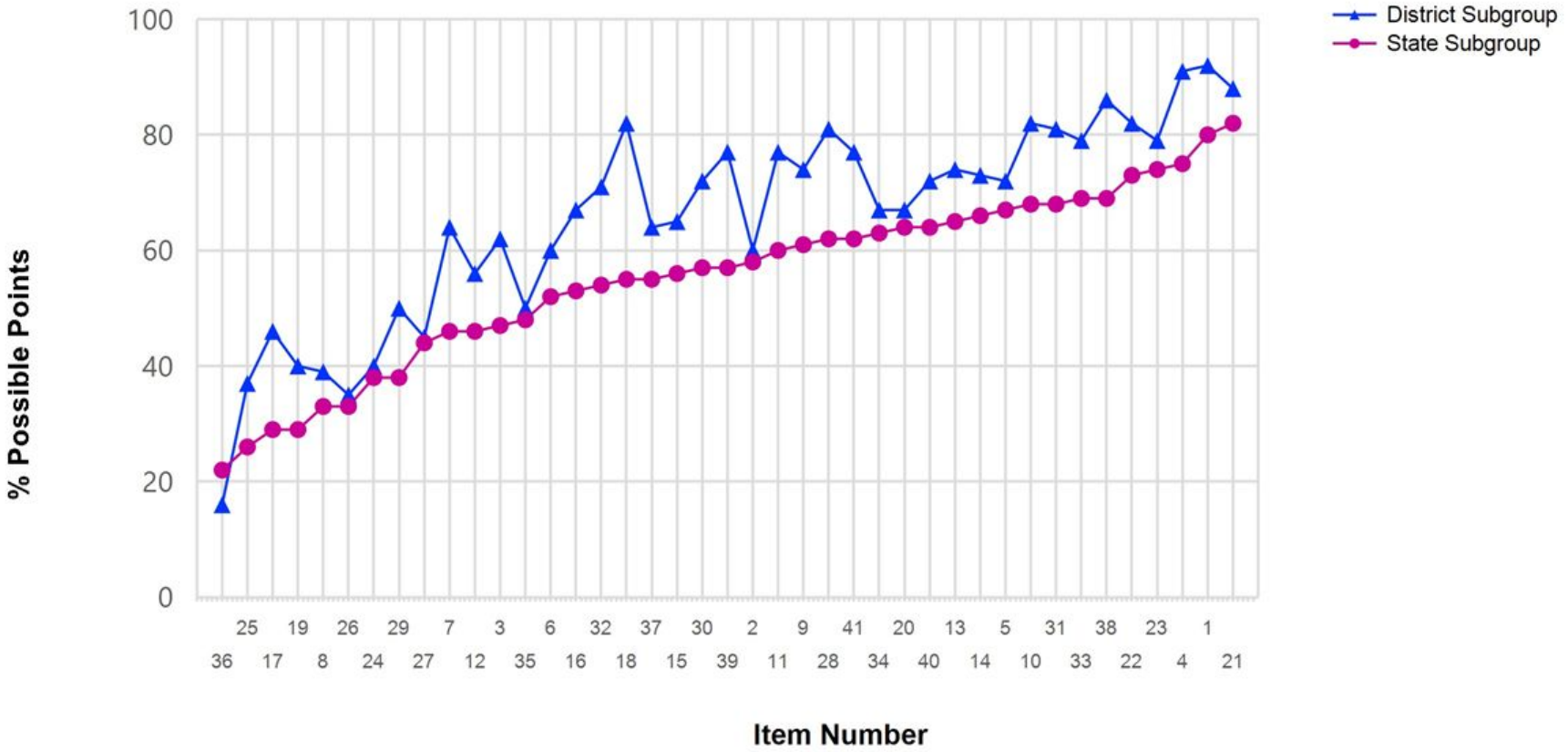


District



State

	2025 District	2025 State	2023 District	2023 State	2024 District	2024 State
Exceeding Expectations	6%	6%	19%	6%	17%	6%
Meeting Expectations	46%	31%	53%	35%	53%	34%
Partially Meeting	40%	44%	21%	40%	28%	41%
Not Meeting	8%	19%	7%	19%	1%	20%
Number of students	80	66,355	73	67,978	86	66,743



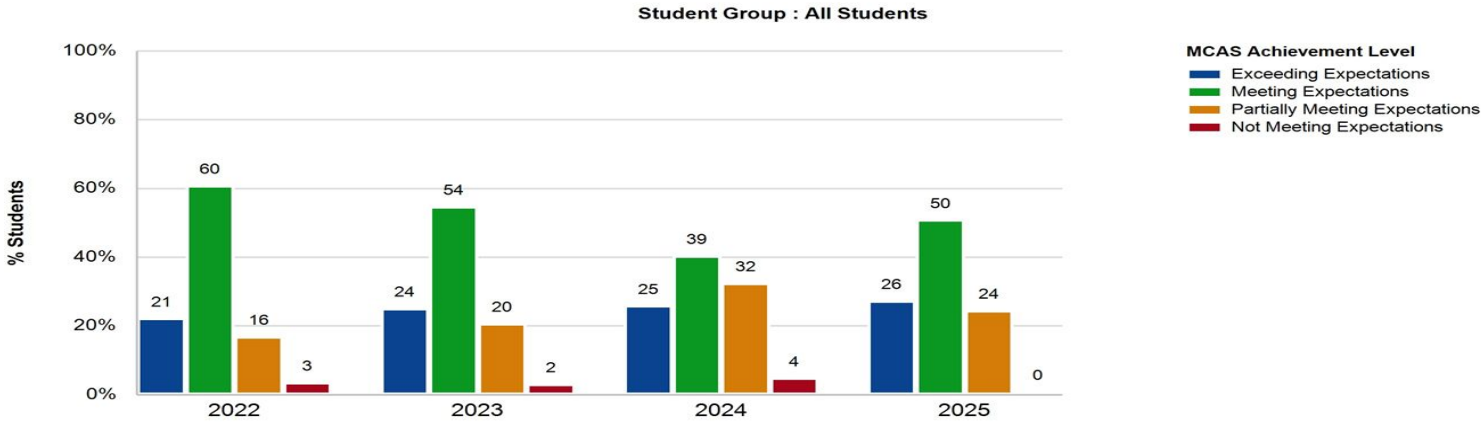
District Item Analysis as compared to the State

Science Takeaways

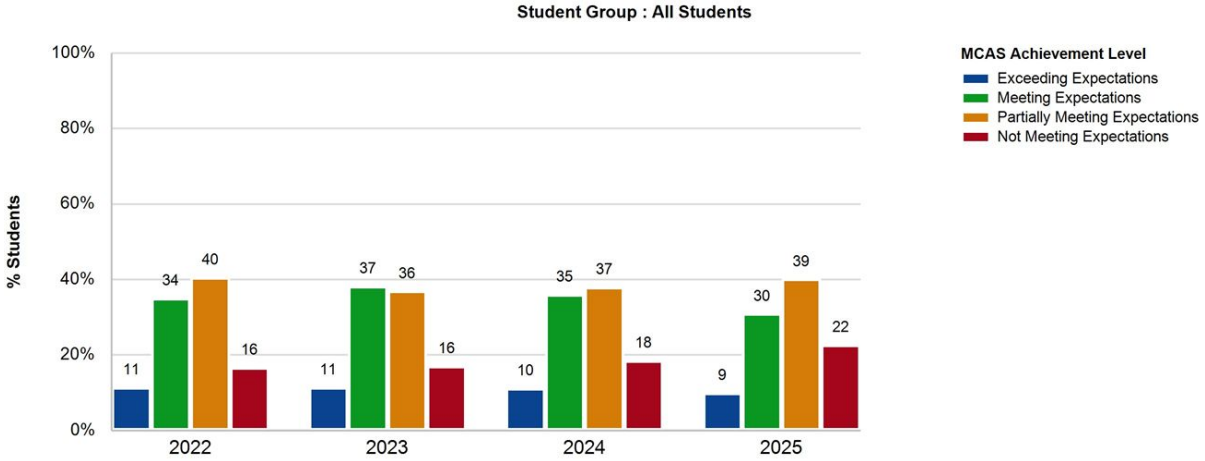
80 students (district)
6% of students exceeded expectations (5 students)
46% of students meeting expectations (37 students)
40% of students partially met expectations (32 students)
8% of students not meeting expectations (6 students)

52% of our students scored meeting or exceeding in the 8th grade MCAS as compared to 37% of the students across the state.

Biology MCAS Results 2025

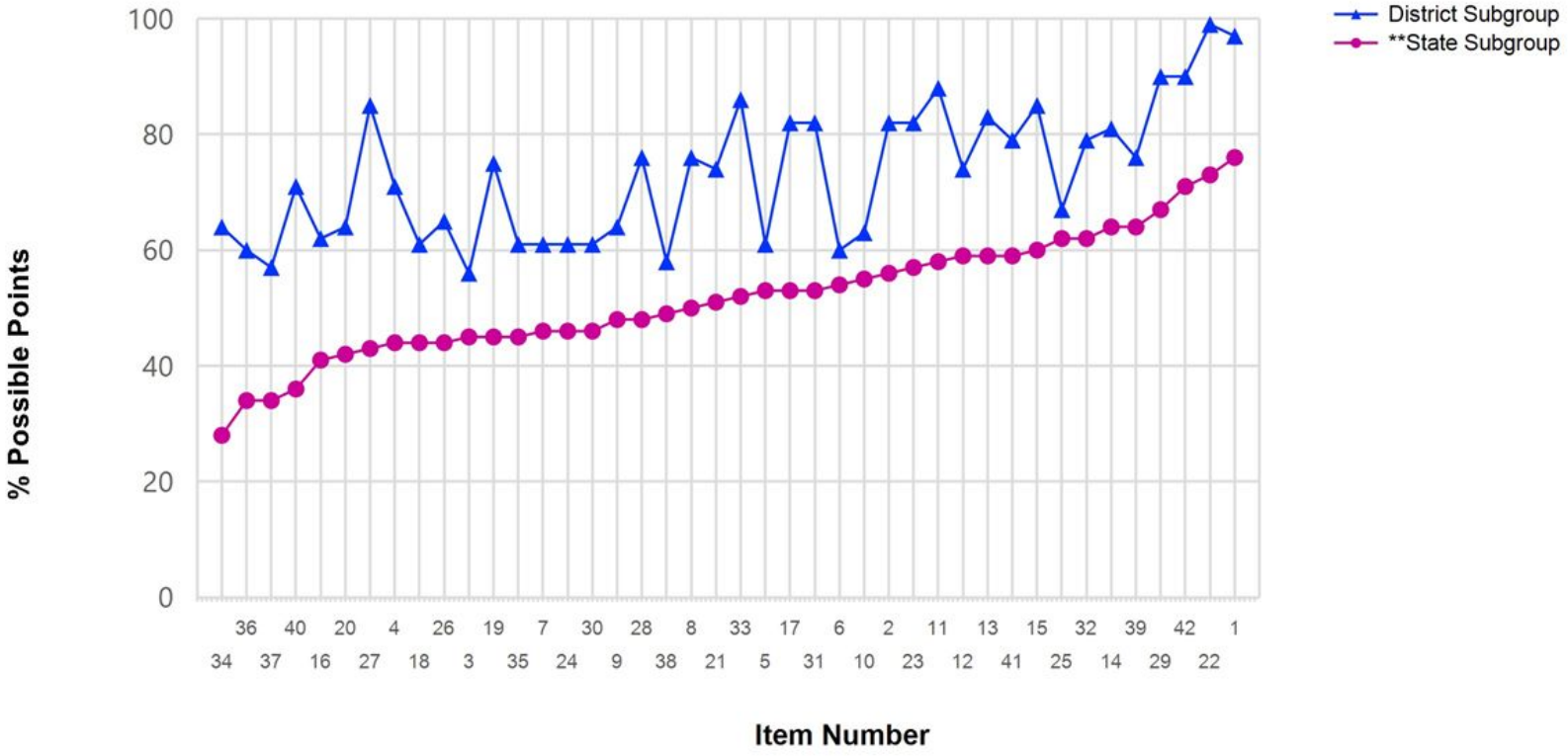


District



State

	2025 District	2025 State	2023 District	2023 State	2024 District	2024 State
Exceeding Expectations	26%	9%	24%	11%	25%	10%
Meeting Expectations	50%	30%	54%	37%	39%	35%
Partially Meeting	25%	39%	20%	36%	32%	37%
Not Meeting	0%	22%	2%	2%	4%	18%
Number of students	72	52,040	91	54,913	76	53,766



District Item Analysis as compared with the State

Biology Takeaways

70 students (district)

26% of students exceeded expectations (18 students)
50% of students meeting expectations (35 students)
25% of students partially met expectations (17 students)
0% of students not meeting expectations

76% of our students exceeded or met expectations, whereas 39% of the state exceed or met expectations.

Next Steps

- Review standards report, item analysis report, and released questions
  - Are there any areas that need to be strengthened? (content or skills)
  - Review data prior to each unit and identify activities that will promote greater understanding (particularly in areas identified by item analysis report)
  - Identify models that are used as illustrative examples for each unit and incorporate these and similar models into our explanations and experiences
  - Integrate new question styles and previously released exam questions into assessments
- Use DESE “Look Fors” as guides for creating classroom experiences
- Schedule 8th grade review sessions prior to MCAS
- HS Biology Review Sessions held prior to exam after school/zoom
- Incorporate STE Performance Assessment Tasks for 8th Grade to prepare for NextGen MCAS to be fully implemented in 2026.
- Implement formative assessments per UDL prior to summative assessments whereby data from said assessments will be used to inform instruction and reteaching.
- For a full list:

https://docs.google.com/document/d/1i9HhJB0j_xZaW4MjcXo8otjnNAj-de6bzhD2Bv21gP0/edit?tab=t.0

How Can You Help?

School Committee Support

What can the school committee do to help us?

Prioritize Staffing: To address the growing need for differentiated instruction, interventions, and grade-level competencies, support hiring of interventionists, math coaches, or paraprofessionals trained in mathematics support, ideally with secondary math certification.

Support Evidence-Based Interventions: Provide resources for targeted tutoring, math labs, and small-group instruction, especially for students performing below grade level. This is crucial for us to close the achievement gap.

Fund math intervention during the school day to reach struggling students without removing them from core instruction. Intervention should be taught by a math professional and we see a desperate need at the high school level.

Invest in Professional Learning: Fund sustained, job-embedded professional development focused on high-quality math instruction, data-informed teaching, and equitable practices for all teachers who teach math which includes special educators and elementary school teachers.

Ensure Equitable Access to Materials: Fund math resources (manipulatives, graphing technology, adaptive software) that help make abstract concepts concrete for all learners.

Fund Summer or Extended Learning Opportunities: Offer bridge programs or enrichment that prevent learning loss and build confidence. Fluency is a problem in the middle school with many students and this problem needs to be addressed.

Hire an Additional EL Teacher: As multilingual students need specialized support, an additional EL teacher will ensure they receive the necessary attention to help them succeed in math and other subjects.

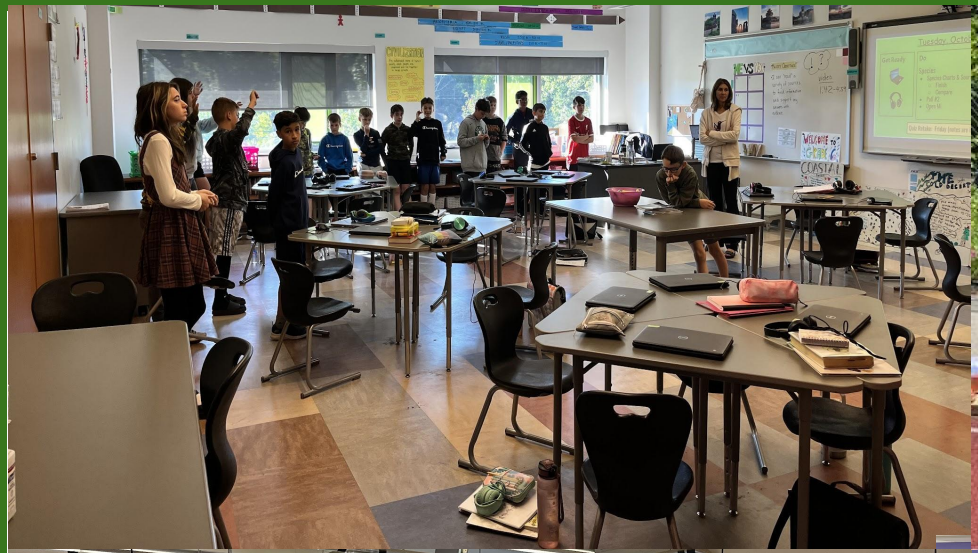
Increased Budget for Substitute Teachers: We are seeing that paras are being pulled from supporting our high needs learners in their math classes, making our instructional time on learning less effective and hindering student progress.

What Additional Support Do We Need From School Committee?

-Budget back in positions lost at Tahanto that are negatively impacting scheduling, programing, and addressing specific students' IEP and intervention needs.

-We need an a full time Reading Specialist for the entire school, and we need a new English teacher for the middle school so we can go back to two blocks of ELA a day in 7th and 8th grade like we used to have prior to 2013. All areas of learning are negatively impacted without sufficient training in reading and writing. Since 2013, we have asked too much for too long of our current MS ELA teachers and we need more support.

-Additional Special Education Teacher to address proficiency gaps, delivery of specially designed instruction in and out of the general education classrooms




ZERO SUGAR


26


EXIT