

NORWELL PUBLIC SCHOOLS



Student Opportunity Act Progress Report

March 10, 2025



Agenda

- Student Opportunity Act (SOA) Overview
- Evidence-Based Practices
- Implementation
- Our Progress

Overview - SOA

The Student Opportunity Act (Chapter 132 of the Acts of 2019) enacted a change to Chapter 70 funding in 2019

For the purposes of:

- addressing persistent disparities in achievement among student subgroups,
- improving educational opportunities for all students,
- sharing best practices for improving classroom learning, and
- supporting efficiencies within and across schools.

Overview - SOA

DESE requires all districts to:

- Focus on closing gaps for student groups least-well served
- Select and implement evidence-based practices (EBP)
- Identify metrics to track effectiveness
- Provide updates on implementation
- Submit annual progress reports to the Department of Elementary and Secondary Education

Norwell Public Schools 2024-2027 SOA Plan

NPS 3-year SOA Plan Summary

Norwell Public Schools is committed to further implementing and enhancing the following evidence-based programs to address disparities in ELA performance between student groups and accelerate the improvement of our high-needs students, and students with disabilities.

We plan to:

1. Expand the implementation of **High-Quality Instructional Materials (HQIM) in ELA** for grades K-5 including professional development related to these materials with additional emphasis in grades K-2 in conjunction with a **Comprehensive Approach to Early Literacy**
2. Further develop our **Early Literacy Screening and Support and parent communication** in grades K-2 and 3-5.
3. Provide support, feedback, professional development, and materials to enhance **Tier 2 instruction** by K-5 classroom teachers.

Focus and Evidence-Based Practices (EBP)

Focus Area 2.1: Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning.

EBP #2.1C: Comprehensive Approach to Early Literacy

EBP #2.1D: Literacy Screening and Support

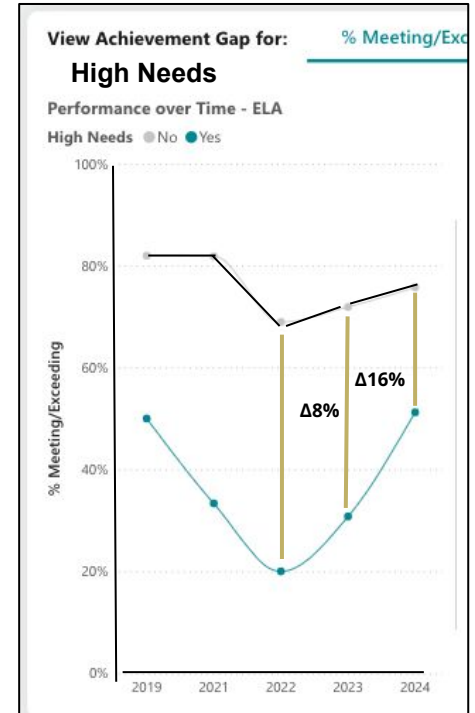
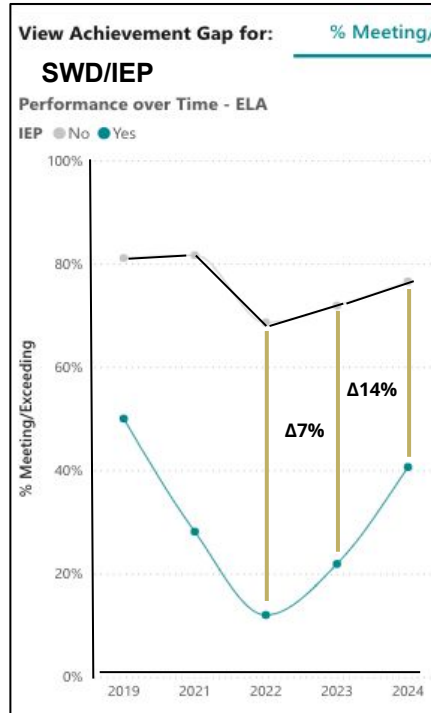
Implementation and Expectations

DESE Objective	Focus Area	Evidence-based Programs	Evidence Metric	Expectations
ELEMENTARY SCHOOLS				
Objective #2 Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive.	2.1D Early Literacy Screening and Support	Fastbridge SAEBRS Dibels RAN	✓Grade 3 MCAS ELA for student cohorts in YOG '36, '35, '34 (current K, 1, 2) (PI) Universal screeners identifying “at risk” (some and high risk) students in reading (Fastbridge - Winter screener data) (PI) Tracking the number of referrals to special education in grades 1 and 2 (PI)	↑ MCAS ELA proficiency in grade 3 identified subgroups and all students ↑ ELA performance of identified “at risk” (some and high risk) grades K, 1, and 2 (YOG '36, '35, '34) students as those cohorts move from kindergarten through grade 2. ↓ referrals to special education in grades 1 and 2

Implementation Stages: Not started **(NS)**, Pre-implementation planning or capacity-building **(PP)**, Partial implementation **(PI)**, Full implementation **(FI)**
 - reaching a mature level of implementation of a strategy.

Our Progress

Target Group	Goal/Progress
Grade 3 ELA MCAS	<p>Goal: decrease disparities for underperforming student sub-groups</p>
Students w/ Disabilities	<ul style="list-style-type: none"> SWD student group showed a 14% gap closure
High Needs	<ul style="list-style-type: none"> The High Needs student group showed a 16% gap closure
All students	<ul style="list-style-type: none"> ↑ 6.5% in EE/ME



Our Progress (continued)

Target Group	Goal	Progress
Kindergarten Cohort in 2023-2024 (YOG 2036)	Monitor and decrease # students identified as “at-risk” on ELA screener tool (Fastbridge) from Kindergarten --> grade 2	Students identified as “at-risk” has remained flat. Thirteen kindergarten students were identified as “at risk” on the 2024 Fastbridge screener; the same 13 students were identified “at-risk” in grade 1 on the comparable screener.
The “lowest performing students group at the elementary level” (DESE definition)	Reach Accountability Targets set by DESE for this group of students on the 2024 MCAS.	Substantial Progress (SP) was assigned by DESE for reaching targets. SP is the second highest quartile ranking.
Students with Disabilities	Decrease the referrals to special education in grades 1 and 2	Collected baseline data this year.

Implementation and Expectations

DESE Objective	Focus Area	Evidence-based Programs	Evidence Metric	Expectations
ELEMENTARY SCHOOLS				
Objective #2 Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive.	2.1C Comprehensive Approach to Early Literacy	K-2 Foundations Into Reading K-5 iReady for ELA K-5 Classroom teacher Tier 2 instruction	PD for K-5 educators in new ELA Into Reading core resource (PI) Successful HQIM adoption and implementation and PD for iReady ELA assessment tool for K-5 educators (PI) Faculty meetings with Tier 2 focused agenda items; evaluator walk-through observations of Tier 2 practices (PI)	Full integration of Into Reading and iReady ELA assessment tools by all classroom teachers by 2027 Implementation of consistent and effective instructional practices by classroom teachers in Tier 2 support in conjunction with new ELA resources leading to improved student performance

Implementation Stages: Not started **(NS)**, Pre-implementation planning or capacity-building **(PP)**, Partial implementation **(PI)**, Full implementation **(FI)**
 - reaching a mature level of implementation of a strategy.

Questions

