CHARACTER - COMMUNITY - CRITICAL THINKING - COMMUNICATION

Amesbury Public Schools Annual Review of MCAS Data
School Committee Meeting

Goals for our MCAS Data Review

- Provide state level big picture trends
- Review Amesbury data sets comparing our data year after year and also against state measures with focus on ELA, Math and Science in both achievement and student growth percentiles
- Amesbury data sets to include details for each tested grade level 3-8,10
- A reflection of current gains and opportunity for growth
- Target focus areas moving ahead
- Remind Families of the MCAS Family Portal
    - https://schools.amesburyma.gov/students-and-families/student-portals
    - https://mcasfamilyportal.emetric.net/login

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

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 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)

Assessment Measures for Student MCAS: Achievement and Student Growth

Average Scaled Score (Grades 3-8 and 10)

- The subject-specific average scaled score is reported for a district, school, grade, or student group.
- Student-level achievement on these assessments is reported separately for each subject on a scale ranging from 440 to 560.
- Students in grades 5, 8, and 10 also take the MCAS assessments in Science (with the exception of the grade 10 legacy tests for Chemistry and Technology/Engineering).
- Because the Grade 10 tests are structurally and functionally different from the Grades 3-8 tests, the Grade 10 MCAS results cannot be combined with results from the grades 3 through 8 assessments and are therefore reported separately.

Achievement Level	Scaled Score Range
Exceeding Expectations	520 - 560
Meeting Expectations	500 - 519
Partially Meeting Expectations	470 - 499
Not Meeting Expectations	440 - 469

Percent of Students Meeting or Exceeding Expectations (Grades 3-8 and 10)

- There are four achievement levels for the MCAS tests: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.
- The percentage of students with a scaled score that falls in the range of the meeting expectations or exceeding expectations achievement levels.

Student Growth Percentile (SGP) (Grades 3-8 and 10)

- At the student level, the SGP represents how an individual student's achievement compares to that of other students with similar MCAS histories.
- At the district, school, grade, and student group level, SGPs represent average student growth. SGP's range from 1 to 99
- SGPs for ELA and Mathematics; they are not calculated for Science

SY2026 Complete District Data Sets (Amesbury-State)

MCAS Assessment Data - Amesbury Public Schools

Grade	Subject	Meeting or Exceeding Expectations % (District / State)	Exceeding Expectations % (District / State)	Meeting Expectations % (District / State)	Partially Meeting Expectations % (District / State)	Not Meeting Expectations % (District / State)	No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP
03	ELA	52/43	8/8	45/35	34/38	13/19	141	99	499	N/A
	MATH	40/42	16/9	24/33	43/37	17/21	141	99	496	N/A
04	ELA	36/37	8/5	29/33	49/45	15/18	129	98	493	52
	MATH	36/43	5/7	31/36	48/38	16/19	130	98	493	53
05	ELA	33/38	0/4	33/34	48/44	19/18	141	97	489	44
	MATH	27/39	0/6	27/34	53/46	19/14	146	99	487	37
	STE	38/43	3/8	34/35	38/36	24/21	145	99	489	N/A
06	ELA	28/40	3/9	24/32	42/36	31/24	127	97	484	39
	MATH	34/43	2/7	32/35	50/42	16/16	127	97	491	51
07	ELA	49/40	13/8	36/32	41/39	10/22	98	98	498	68
	MATH	44/37	4/10	40/28	42/43	13/19	99	99	496	70
08	ELA	31/42	5/10	26/32	39/34	30/25	134	98	486	45
	MATH	26/42	2/8	24/34	47/38	26/20	133	97	485	46
	STE	31/39	4/6	28/33	49/41	20/21	127	93	491	N/A
	CIVICS	30/40	2/9	28/31	55/44	15/17	130	96	488	N/A
10	ELA	43/45	9/12	34/34	38/37	19/17	128	98	495	47
	MATH	44/44	10/11	34/33	39/41	17/15	128	98	496	43
	SCIENCE	46/41	9/10	37/31	40/39	13/21	121	97	496	N/A
GRADES 03-08 ELA		**38/40**	**6/7**	**32/33**	**42/39**	**20/21**	**770**	**98**	**491**	**49**
GRADES 03-08 MATH		**34/41**	**5/8**	**29/33**	**48/41**	**18/18**	**776**	**98**	**491**	**50**
GRADES 05 & 08 STE		**35/41**	**4/7**	**31/34**	**43/38**	**22/21**	272	**96**	**490**	N/A

https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=00070000&orgtypecode=5&fycode=2026&subject=ELA

State Level Data and Trends

- Statewide results show areas of improvement alongside continued challenges throughout the Commonwealth.
- In Mathematics, 41 percent of students in grades 3-8 met or exceeded expectations, roughly consistent with 2025. Grade 8 saw notable progress, increasing 4 percentage points to 42 percent meeting or exceeding expectations. Grade 10 math was roughly consistent with last year.
- In English Language Arts, 40 percent of students in grades 3-8 met or exceeded expectations. Results declined by 2 percentage points from 2025. Grade 10 ELA also declined from last year.
- In Science, grade 8 improved by 2 percentage points, with 39 percent of students meeting or exceeding expectations. Results declined in grade 5 and at the high school level.
- Grade 8 students took the civics assessment for the second year, with 40 percent meeting or exceeding expectations, roughly consistent with last year.
- Post-Pandemic Shift (2021–2026): Proficiency dropped to 46% upon returning in 2021 and has hovered between 39% and 42% from 2022 to 2026.
- Demographic Subgroup Trends: While all groups followed a similar multi-year trend (peaking in 2019 and softening post-2020), achievement gaps between demographic subgroups remained relatively constant across the 10-year window.
- Results also continue to show the importance of regular school attendance. Students who were chronically absent performed substantially below students who were not chronically absent.

English Language Arts

GRADE	2026 % M/E	'25–'26 CHANGE
Grades 3–8	40%	-2 pts
Grade 10	45%	-6 pts

Mathematics

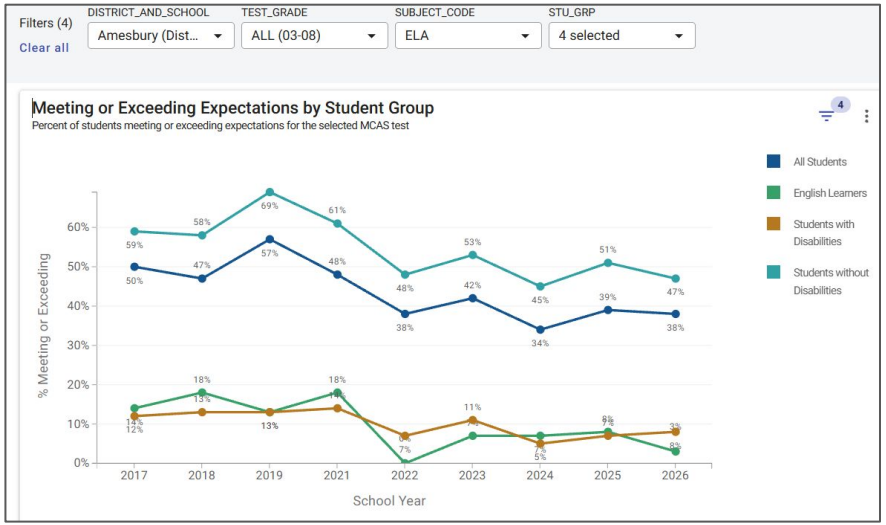
GRADE	2026 % M/E	'25–'26 CHANGE
Grades 3–8	41%	0 pts
Grade 10	44%	-1 pt

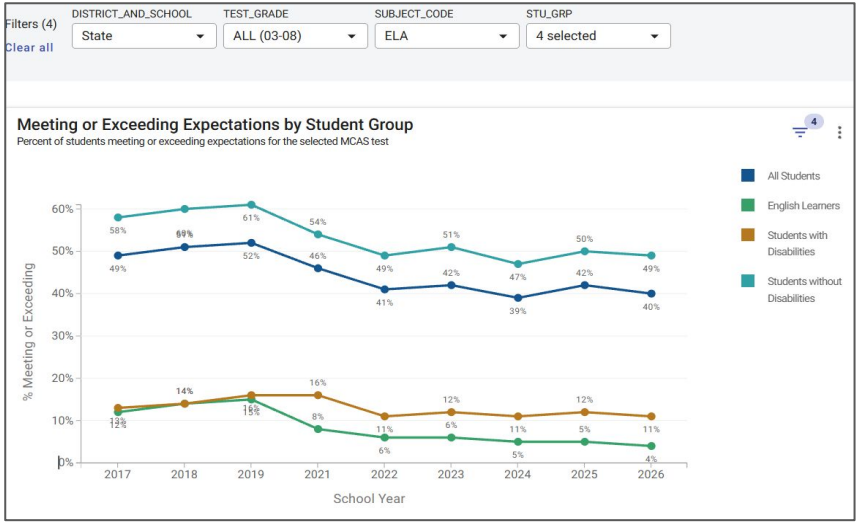
Science

GRADE	2026 % M/E	'25–'26 CHANGE
Grade 5	43%	-3 pts
Grade 8	39%	+2 pts
High School	41%	-5 pts

ELA Grades 03-08 Overview with Identified Groups (APS-STATE)

Souce=E2C https://educationtocareer.data.mass.gov/stories/s/MCAS-Data-Trends/qagd-r9iy





AMESBURY - ELA 03-08

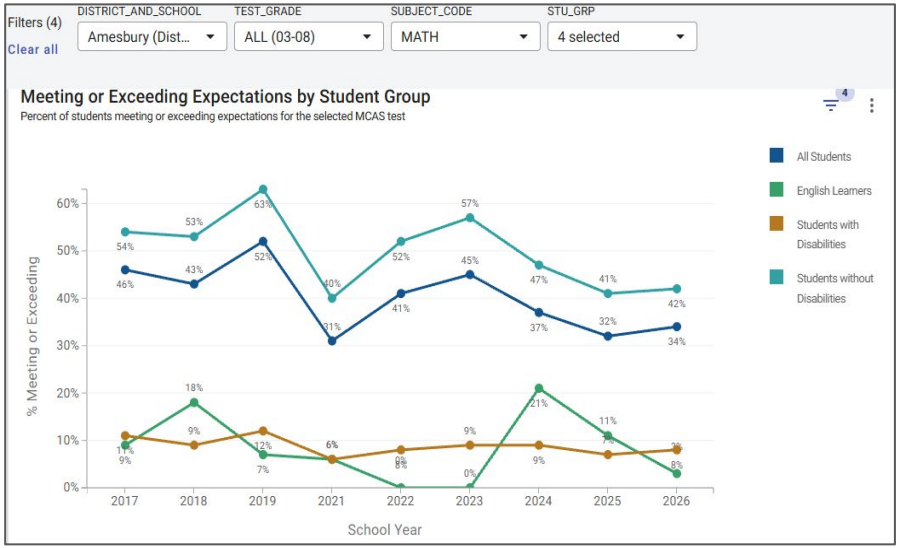
Student Group	2022	2023	2024	2025	2026
All Students	38%	42%	34%	39%	38%
English Learners	0%	7%	7%	8%	3%
Students with Disabilities	7%	11%	5%	7%	8%
Students without Disabilities	48%	53%	45%	51%	47%

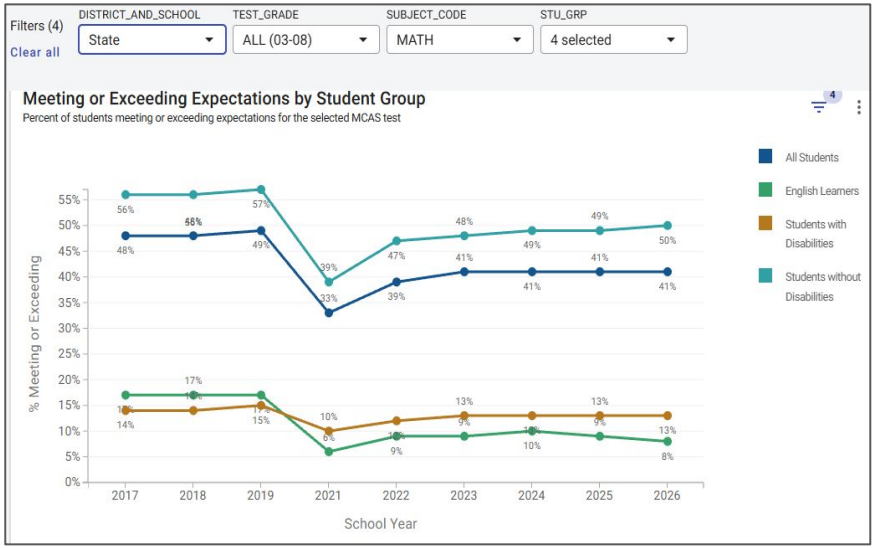
STATE-ELA 03-08

Student Group	2022	2023	2024	2025	2026
All Students	41%	42%	39%	42%	40%
English Learners	6%	6%	5%	5%	4%
Students with Disabilities	11%	12%	11%	12%	11%
Students without Disabilities	49%	51%	47%	50%	49%

Math- Grades 03-08 Overview with Identified Groups (APS-STATE)

Source=E2C-https://educationtocareer.data.mass.gov/stories/s/MCAS-Data-Trends/qagd-r9iy





AMESBURY - MATH 03-08

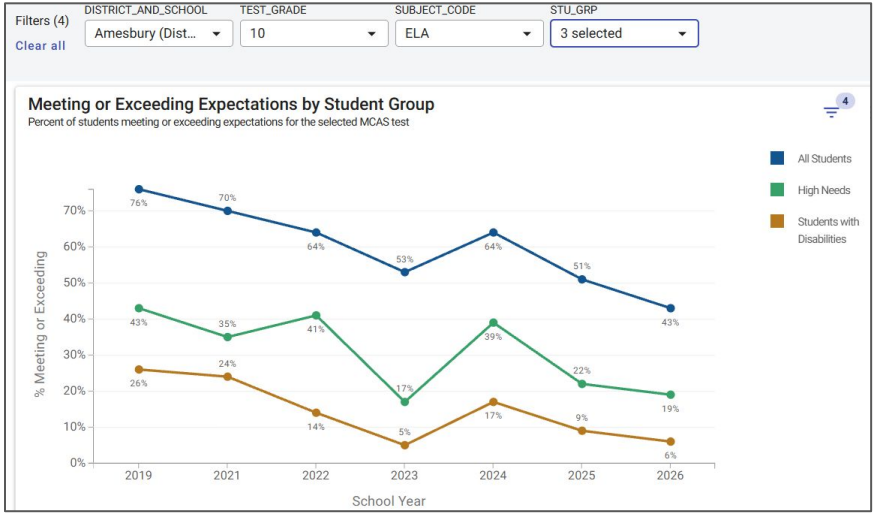
Student Group	2022	2023	2024	2025	2026
All Students	41%	45%	37%	32%	34%
English Learners	0%	0%	21%	11%	3%
Students with Disabilities	8%	9%	9%	7%	8%
Students without Disabilities	52%	57%	47%	41%	42%

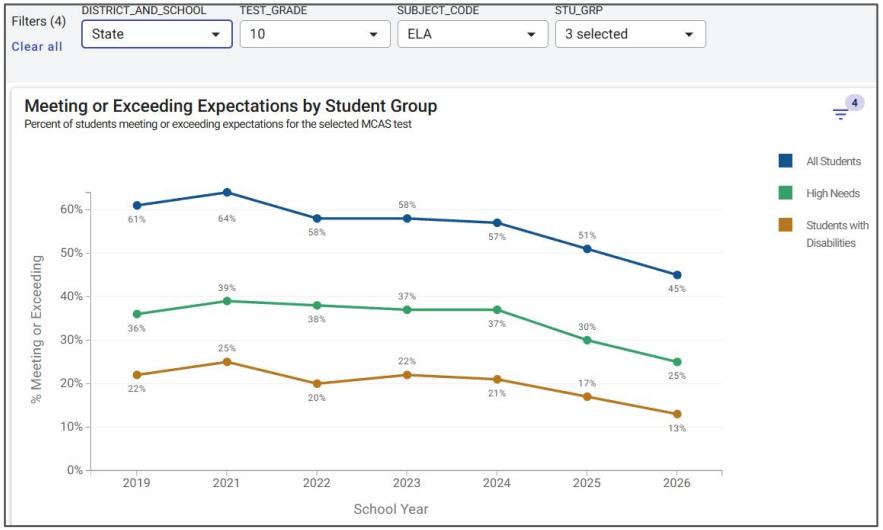
STATE - MATH 03-08

Student Group	2022	2023	2024	2025	2026
All Students	39%	41%	41%	41%	41%
English Learners	9%	9%	10%	9%	8%
Students with Disabilities	12%	13%	13%	13%	13%
Students without Disabilities	47%	48%	49%	49%	50%

ELA - Grade 10 - Overview with Identified Groups (APS-STATE)

Souce=E2C https://educationtocareer.data.mass.gov/stories/s/MCAS-Data-Trends/qagd-r9iy





AMESBURY - ELA Grade 10

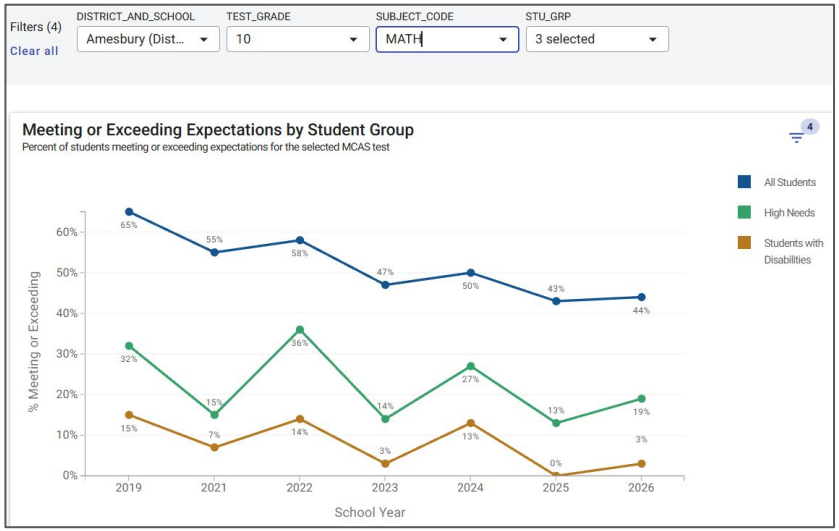
Student Group	2022	2023	2024	2025	2026
All Students	64%	53%	64%	51%	43%
High Needs	41%	17%	39%	22%	19%
Students with Disabilities	14%	5%	17%	9%	6%

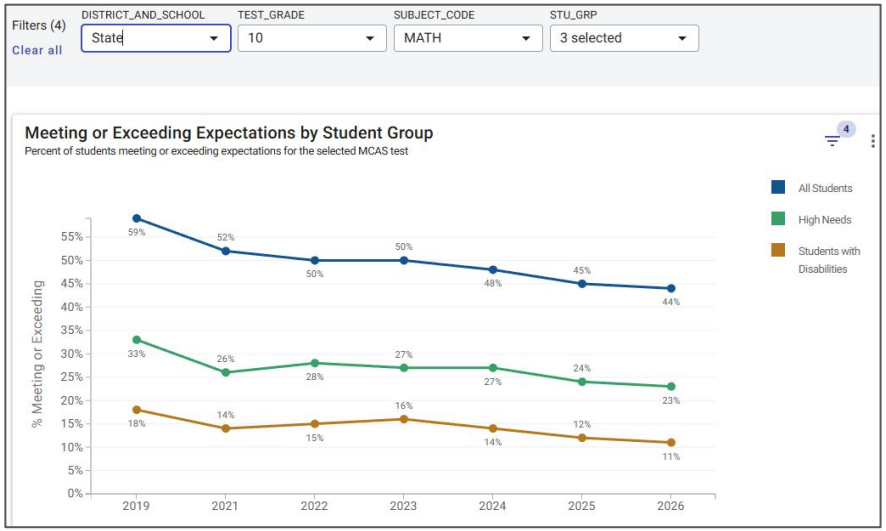
State - ELA Grade 10

Student Group	2022	2023	2024	2025	2026
All Students	58%	58%	57%	51%	45%
High Needs	38%	37%	37%	30%	25%
Students with Disabilities	20%	22%	21%	17%	13%

Math - Grade 10 = 4 Year Overview with Identified Groups (APS-STATE)

Souce=E2C https://educationtocareer.data.mass.gov/stories/s/MCAS-Data-Trends/qagd-r9iy





AMESBURY - Math Grade 10

Student Group	2022	2023	2024	2025	2026
All Students	58%	47%	50%	43%	44%
High Needs	36%	14%	27%	13%	19%
Students with Disabilities	14%	3%	13%	0%	3%

STATE - Math Grade 10

Student Group	2022	2023	2024	2025	2026
All Students	50%	50%	48%	45%	44%
High Needs	28%	27%	27%	24%	23%
Students with Disabilities	15%	16%	14%	12%	11%

SCIENCE - Grade 5, 8, 10 Overview with Identified Groups (APS-STATE)

Souce=E2C https://educationtocareer.data.mass.gov/stories/s/MCAS-Data-Trends/qagd-r9iy

SCIENCE - AMESBURY Grade 5 and 8

Student Group	2022	2023	2024	2025	2026
All Students	49%	40%	42%	38%	35%
English Learners	—	—	—	8%	—
Students with Disabilities	9%	7%	13%	4%	12%
Students without Disabilities	61	50%	53%	50%	44%

SCIENCE STATE Grade 5 and 8

Student Group	2022	2023	2024	2025	2026
All Students	42%	41%	42%	42%	41%
English Learners	4%	4%	4%	4%	3%
Students with Disabilities	15%	14%	15%	15%	14%
Students without Disabilities	50%	49%	49%	49%	49%

SCIENCE - AMESBURY Grade 10

Student Group	2022	2023	2024	2025	2026
All Students	56%	52%	50%	53%	46%
Students with Disabilities	15%	13%	17%	10%	4%
Students without Disabilities	65%	68%	58%	67%	59%

SCIENCE STATE Grade 10

Student Group	2022	2023	2024	2025	2026
All Students	47%	47%	49%	46%	41%
English Learners	3%	3%	3%	2%	2%
Students with Disabilities	16%	16%	18%	15%	12%
Students without Disabilities	54%	54%	57%	53%	47%

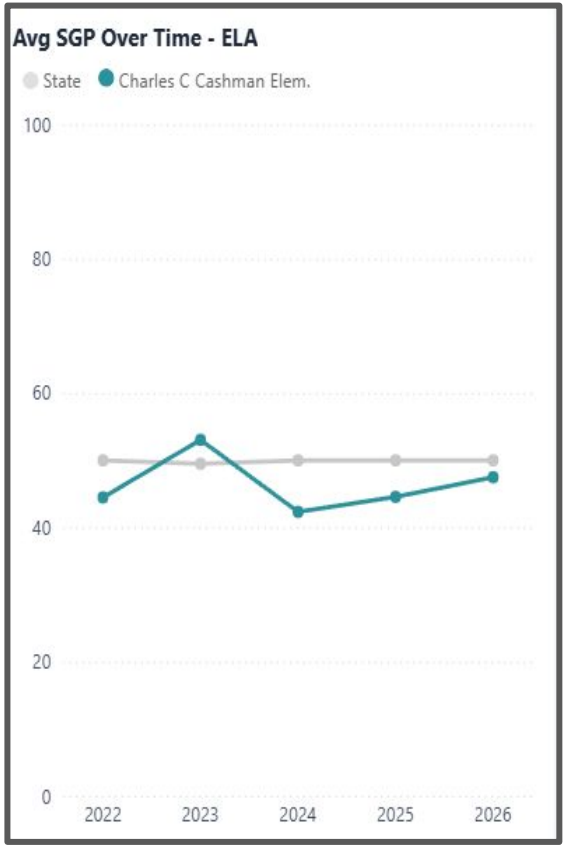
MCAS Data Review

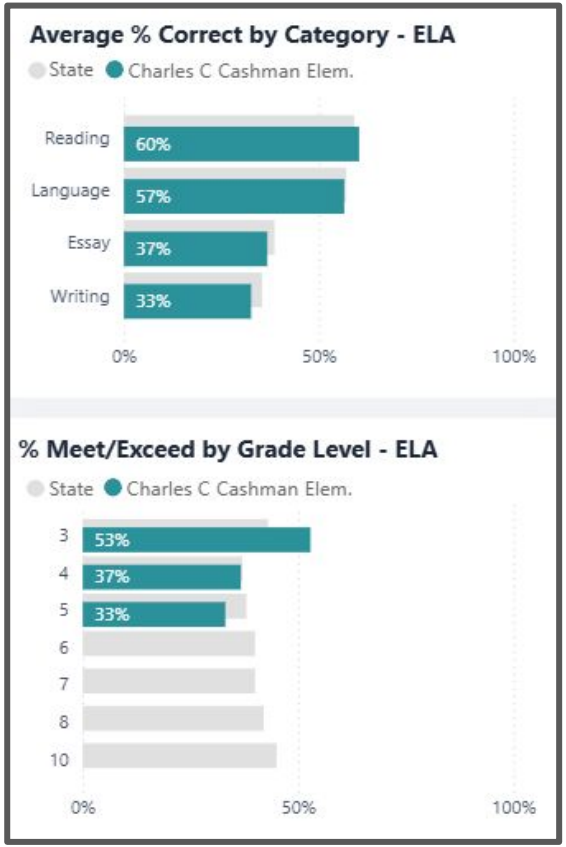


Grades 3-5

Grades 3-5 - ELA
MCAS Achievement and Student Growth

	All	IEP	ML
APS- Avg Student Growth %	47.5	42.2	54.6
State- Avg SGP	50	50	50





Glows: Highlights to Recognize

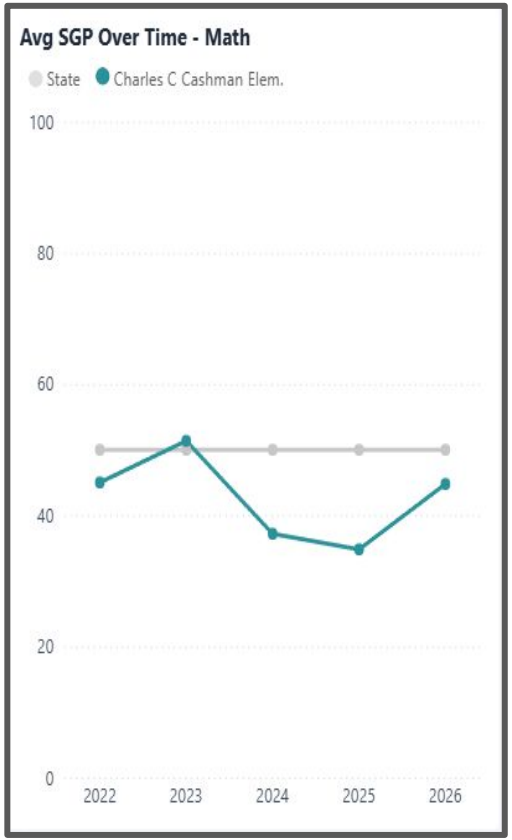
- 2026 Writing Scores were 5% higher than 2025 and Essay Scores were 6% higher than 2025 cross all grade levels.
- Student growth profile increased by 5% from 2024 and with the number of students meeting and exceeding rose by 7% since 2024.
- ELA proficiency scores in Grades 3 rose by 8% from 2025.
- In Grades 3 & 4 ELA scores surpassed the state in each category and Grade 5 reading scores rose by 6%.
- IEP students have demonstrated steady growth with a four year high of 42.2 up from 29 in 2022 with a 5% increase in writing scores over 2025.
- ML Students achievement surpassed the state by 5% and a 39% growth since 2024.

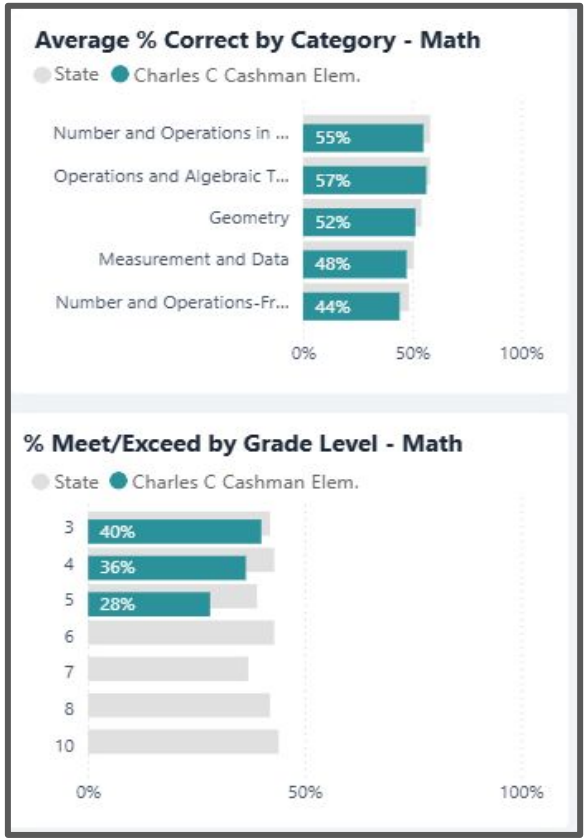
Grows: Opportunities for Growth

- Language and conventions are a continued area for growth for all students across grade levels.

Grades 3-5 - Math
MCAS Achievement and Student Growth

	All	IEP	ML
APS - Avg Student Growth %	44.8	34.9	42.4
State - Avg. SGP	50	50	50





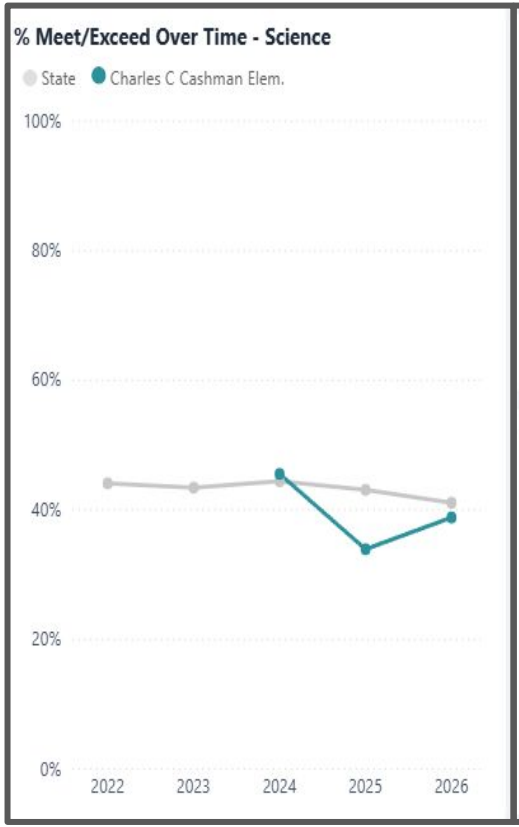
Glows: Highlights to Recognize

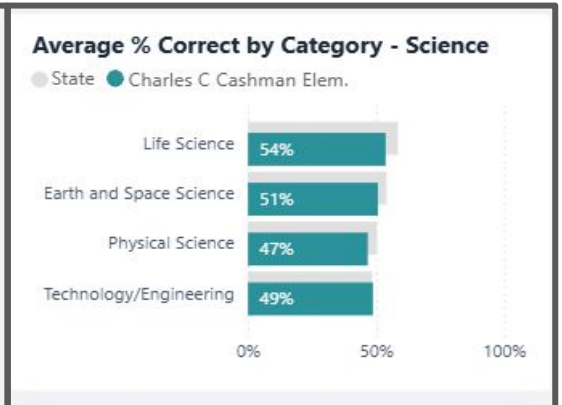
- Overall student growth rose 10% over 2025.
- Student growth in Grade 4 exceeded the state by 3 points
- Student growth in Grade 5 rose 9 points over 2025
- Grade 3 exceeded the state in 3 out of 5 category standards
- IEP students demonstrated 2 growth points in geometry and measurement and data.
- ML students achieved a scaled score of 6 points higher than 2025 and rose 3 student growth points over 2025.

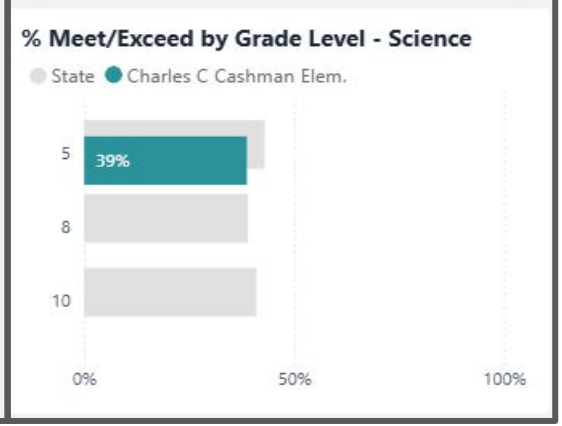
Grows: Opportunities for Growth

- Standards categories for data and measurement and fractions are areas for growth across all grade levels.
- The student growth profile for students on an IEP dropped 1% over last year and are below the state average by 15%.
- ML student scores rose, but student growth profile is 8% below the state average.

Grade 5 - Science
MCAS Achievement and Student Growth







	All	IEP	ML
APS - Avg Student Score	489	474	463
State - Avg. Student Score	493	493	493

Glows: Highlights to Recognize

- 5% more students met or exceeded in 2026 over 2025.
- Students on an IEP whose scores met or exceeded rose by 8% over 2025.
- ML students scaled scores rose by 12% over 2025.

Grows: Opportunities for Growth

- Students are 2% below the state average in meeting and exceeding categories.
- Students on an IEP made gains over 2025 but are 26% below the state average.
- ML students scaled scores are 30% below the state.
- Categories for continued growth are in physical science and technology/engineering.

MOVING FORWARD | Grades 3-5

MATH

- Employing an equity lens for all students as well as analysis of subgroups, Grade Level and Instructional Leadership Team (ILT) analysis of Math line items over the past three years to identify trends and areas for intervention such as for measurement, data and fractions.
- Employ Amplify Math Centers as Tier 2 interventions for all students during newly scheduled Math WIN block.
- Continue flexible math groupings for Tier 1 core instruction to ensure all students receive what they need.
- Continued analysis of formative and summative assessments to align students with appropriate supports.
- Collaboration with Special Education, Title 1 and ML teachers during data reviews and intervention response.

ELA

- Employing an equity lens for all students as well as analysis of subgroups, Grade Level and Instructional Leadership Team (ILT) analysis of ELA line items over the past three years to identify trends and areas for intervention such as for language and conventions.
- Continued Tier 2 and Tier 3 writing and reading interventions during WIN and as aligned with Core curriculum instruction.
- Continued benchmark writing assessments each trimester in alignment with new DESE ELA Extended Response rubrics and format.
- Collaboration with Special Education, Title 1 and ML teachers during data reviews and intervention response.

SCIENCE

- Employing an equity lens for all students as well as analysis of subgroups,Grade Level and Instructional Leadership Team (ILT) analysis of Science line item data to identify areas for intervention such as for engineering.
- Analysis of new Spring 2027 Science MCAS format in vertical grade level teams and review / adjustment of current instructional practices to meet the needs of all students.
- Integrate enhanced instructional practices to meet the criteria of the new science expectations.
- Collaborate as vertical teams to provide additional instructional supports for ML and IEP students such as enhanced practice with Science vocabulary.
- Creation of a vertical Science Council in collaboration with other districts in the state and with DESE towards the review of Science curriculums.

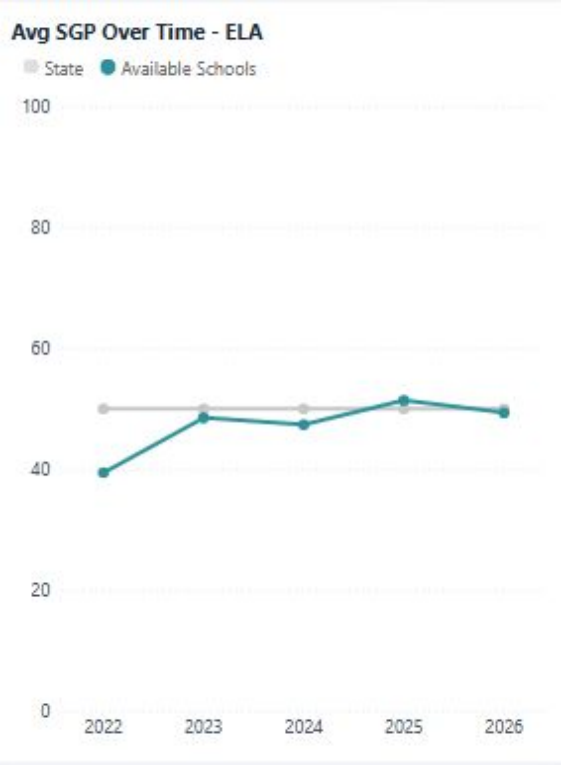
MCAS Data Review

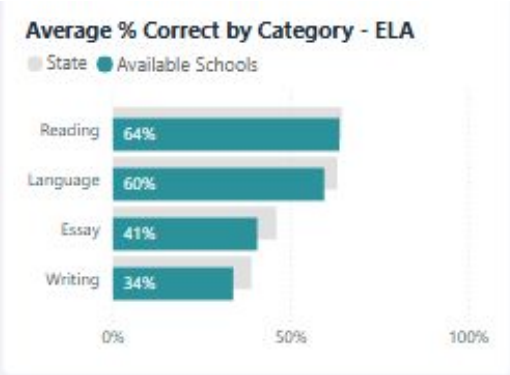


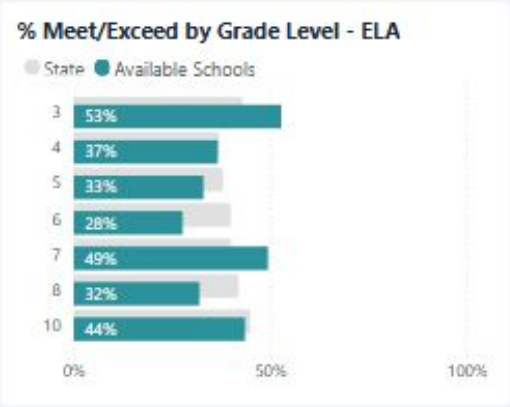
Grades 6-8

Grades 6-8 - ELA
MCAS Achievement and Student Growth

	All	IEP	EL
APS - Avg Student Growth %	49.3	47.9	44.6
State - Avg. SGP	50	50	50







Glows: Highlights to Recognize

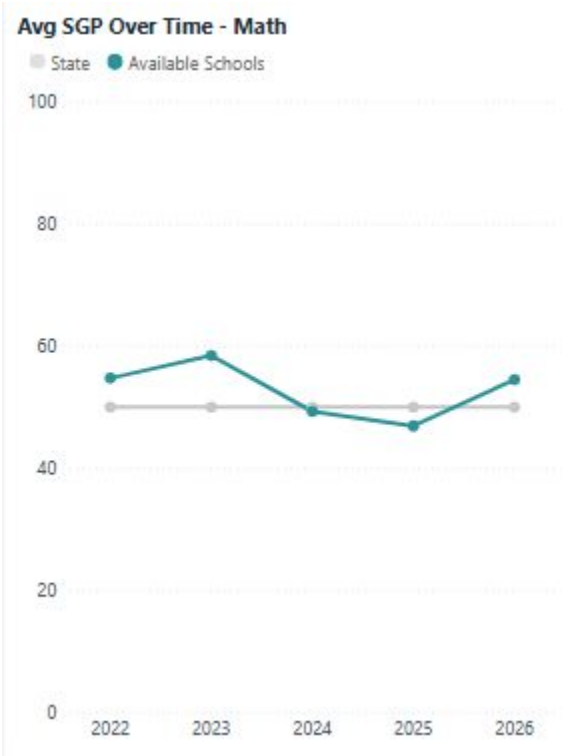
- From a low of 39 in 2022, Average SGP rates have shown a steady upward trend through 2026, with a rate of 49.
- Grade 7 M&E reached 49% in 2026, 9 points ahead of the State.
- IEP and 504 subgroups have shown steady improvement, including IEP average scaled scores at a three-year high of 467.2 in 2026.

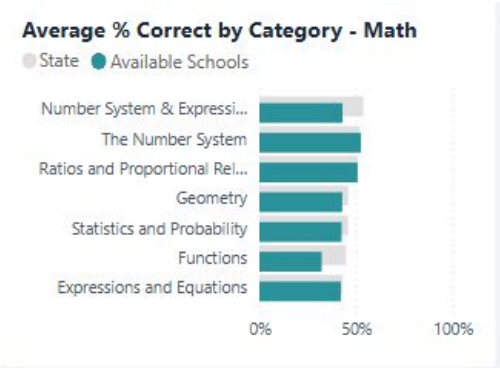
Grows: Opportunities for Growth

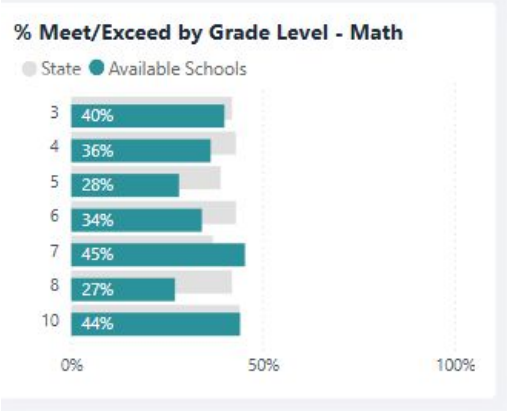
- Grades 6 & 8 M&E continue to lag behind the State.
- 6.0% of students with IEPs M&E expectations in 2026, compared with 45.0% of students without IEPs.
- The average SGP for EL students dipped below the State in 2026.

Grades 6-8 - Math
MCAS Achievement and Student Growth

	All	IEP	EL
AMS - Avg Student Growth %	54.5	50.7	37
State - Avg. SGP	50	50	50







Glows: Highlights to Recognize

- Average SGP grew from 47 to 54 between 2025 and 2026, beating the State by 4 points.
- 7th graders achieved an extraordinarily high average SGP of 70.6 in 2026.
- SGP for students with IEPs jumped from 37.5 in 2025 to 50.6 in 2026 (grade 7)
- Student growth accelerated across non-IEP students (with proficiency increasing to 41.6%) and non-EL students (with proficiency increasing to 36.3%)

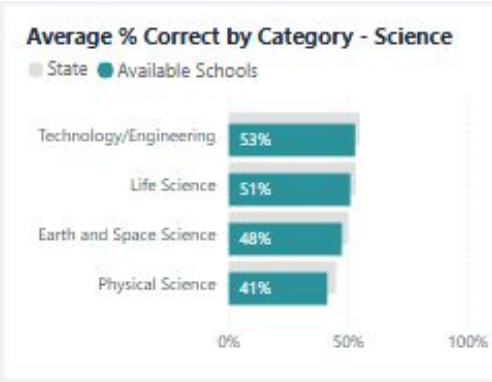
Grows: Opportunities for Growth

- Average scaled scores remain below the 2023 baseline peak of 47% proficiency and 496 average score.
- Grades 6 & 8 M&E continue to lag behind the State.
- 7.0% of students with IEPs M&E expectations in 2026, compared with 44.0% of students without IEPs.
- The average SGP for EL students dipped below the State in 2026.

Grade 8 - Science
MCAS Achievement and Student Growth

	All	IEP	EL
APS - Avg Student Scaled Score	491	474	461
State - Avg. Scaled Score	493	493	494







Glows: Highlights to Recognize

- Students with IEPs achieved their 5-year peak scaled score (+2 pts to 475), 504 plan students rebounded strongly (+11 pts to 495), and High Needs students improved (+4 pts to 483).

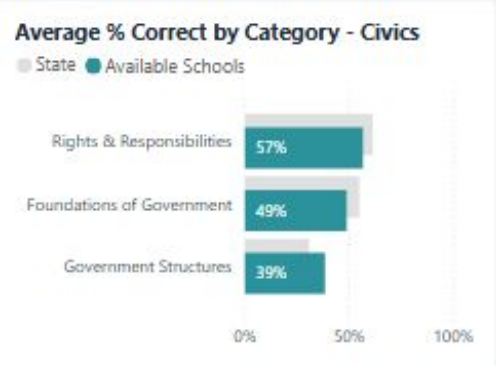
Grows: Opportunities for Growth

- 8th grade science proficiency has dropped by 11 pts from 42.0% in 2025 to 32.0% in 2026.
- Cohort data shows Grade 8 M&E dropped from Grade 5 for 2025 and 2026.

Grade 8 - Civics
MCAS Achievement and Student Growth

	All	IEP	EL
APS - Avg Student Scaled Score	467	476	467
State - Avg. Scaled Score	497	494	497







Glows: Highlights to Recognize

- In the 2025/2026 school year, students demonstrated solid initial performance with 44.27% of students meeting or exceeding expectations and an average score of 496.06 across 131 tested students.

Grows: Opportunities for Growth

- Year two of newly implemented test. Trend data will begin in year 3 (2027).

MOVING FORWARD | Grades 6-8

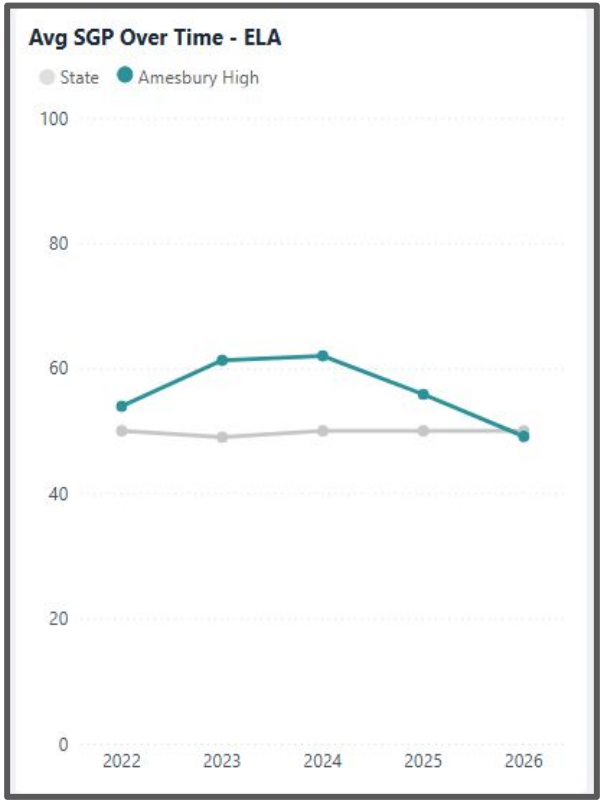
Math	ELA	Science	Civics
• Employing an equity lens for all students in conjunction with Grade Level and Instructional Leadership Team (ILT) analysis of Math line items over the past three years to identify trends and areas for intervention. • Reimagined MTSS system, continuing tier-1 and tier-2 core Math interventions that allow flexibility for individual needs. • Curriculum-specific PD, beginning with 11/3 PD Day, to explore additional resources and further enhance instruction in the Amplify-Desmos platform.	• Employing and equity lens for all students in conjunction with Grade Level and Instructional Leadership Team (ILT) analysis of ELA line items over the past three years to identify trends and areas for intervention. • Reimagined MTSS system, continuing tier-1 and tier-2 core Writing/ Reading interventions that allow flexibility for individual needs. • Continued analysis of formative and summative assessments to align students with appropriate supports.	• Employing an equity lens for all students in conjunction with Grade Level and Instructional Leadership Team (ILT) analysis of STE line items over the past three years to identify trends and areas for intervention. • Analysis of new Spring 2027 Science MCAS format in vertical grade level teams and review/adjustment of current instructional practices to meet the needs of all students. • AMS and CES are participating in the IMplement MA curriculum adoption program from DESE, collaborating with other Districts to adopt a curriculum product with High Quality Instructional Materials (HQIM) that are consistent across all three grades.	• Employing an equity lens for all students in conjunction with Grade Level and Instructional Leadership Team (ILT) analysis of Civics line items over the past two years to identify trends and areas for intervention. • Ongoing partnership with DESE, the Investigating History curriculum team and the Democratic Knowledge Project, including multiple PD opportunities throughout the year.

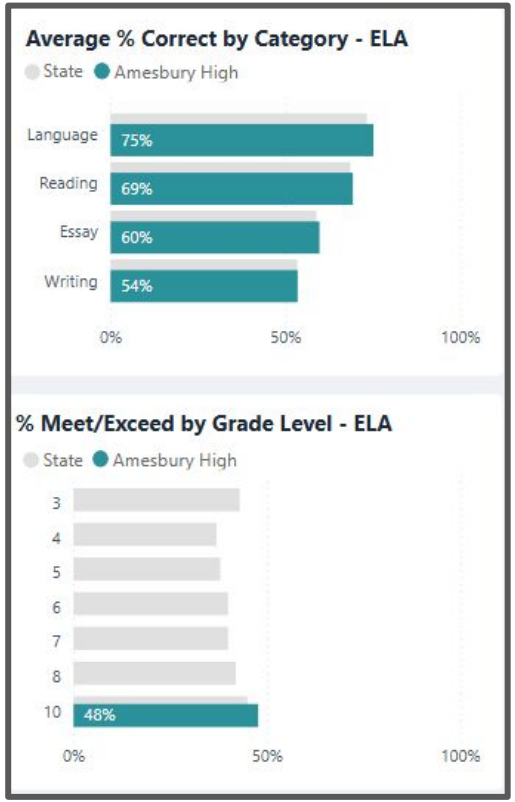
MCAS Data Review



Grades 9-12

Grades 10 ELA
MCAS Achievement and Student Growth





	All	IEP	EL
APS- Avg Student Growth %	49	56	6
State- Avg SGP	50		

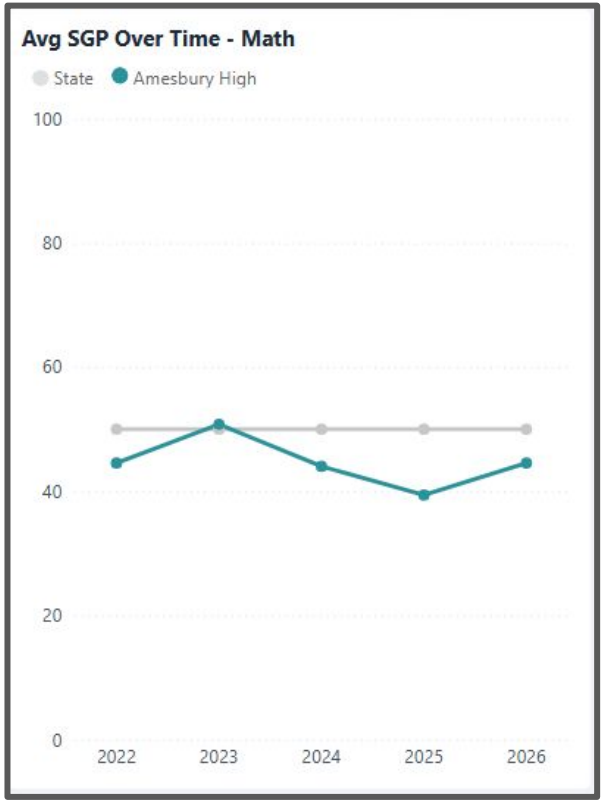
Glows: Highlights to Recognize

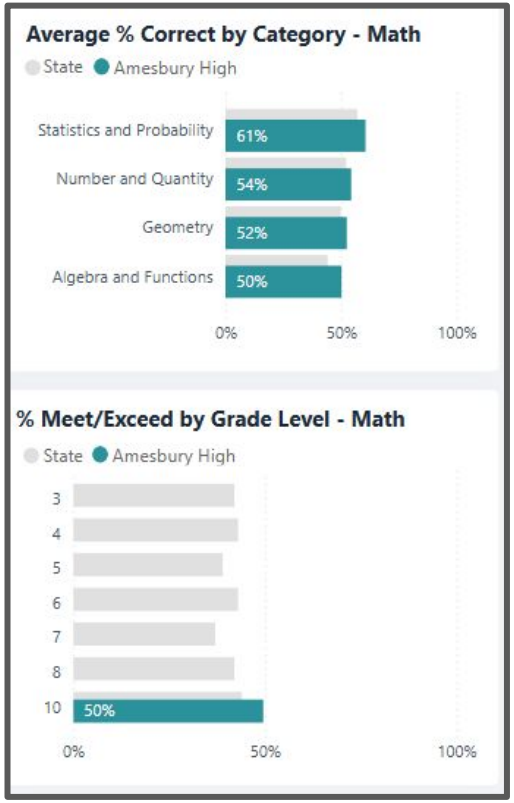
- Vocabulary and language scores were overall better than the state
- SGP for students with IEPs is higher than the total average

Grows: Opportunities for Growth

- Essays and writing scores have declined over time.
- Meeting/Exceeding decreased by 8% from 2025

Grades 10 Math
MCAS Achievement and Student Growth





	All	IEP	EL
APS - Avg Student Growth %	45	47	51
State - Avg. SGP	50		

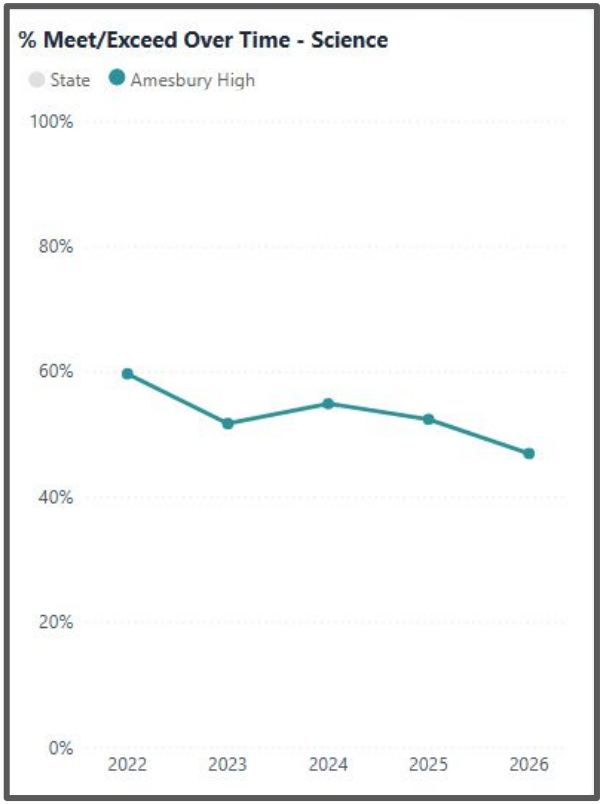
Glows: Highlights to Recognize

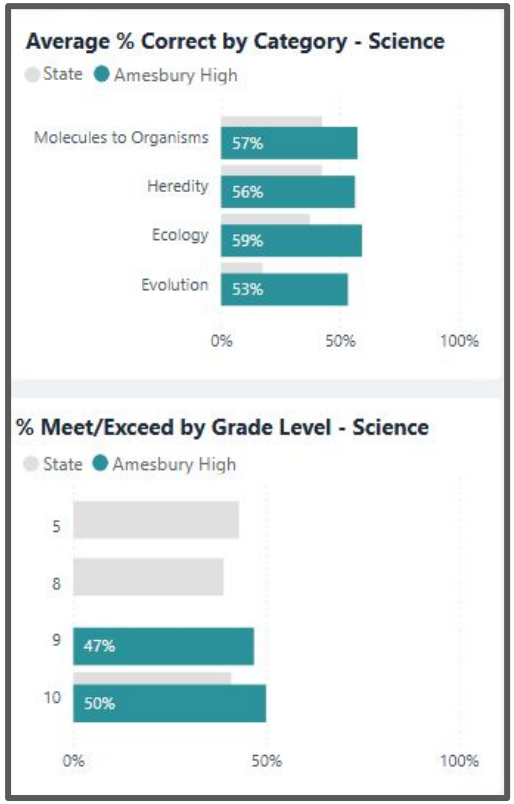
- Meeting/Exceeding scores increased by 2% since 2025
- Students scored above the state average on all categories (algebra & functions, geometry, number & quantity, statistics & probability)

Grows: Opportunities for Growth

- While there has been growth, we are still below the average SGP for the state
- 6% of students with IEPs were meeting or exceeding

Grade 9 - Science
MCAS Achievement and Student Growth





	All	IEP	EL
Amesbury - % Meeting/Exceeding	47	10	0
State - % Meeting/Exceeding	50	50	50

Glows: Highlights to Recognize

- Overall, Amesbury students score higher on categories than state average, especially in evolution (AHS-53%, State-18%)
- Increase in students- Exceeding category from 10%-14%

Grows: Opportunities for Growth

- Students meeting and exceeding in high needs categories is significantly lower than other students
- Significant increase in Not Meeting category from 6% to 19%

MOVING FORWARD | Grades 9-12

MATH

- Implementation of MAP testing to increase monitoring of student growth and identify areas of intervention
- Use of IXL as targeted intervention for SWD and ELs

ELA

- Implementation of MAP testing to increase monitoring of student growth and identify areas of intervention
- Adjustment of teaching practices to increase student writing practice and skills

SCIENCE

- Analysis of common assessments to monitor student growth and identify areas of intervention

ALL

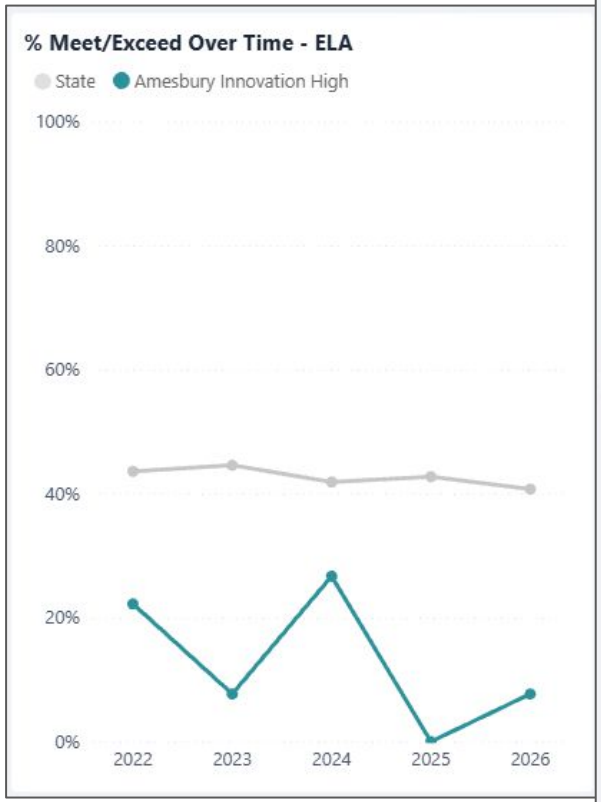
Qualitative data shows that almost 30% of students identified as not putting in as much effort due to the vote two years ago to not have MCAS be a graduation requirement. At the high school level, we must continue to encourage students to attend testing sessions and put in their best effort. Benefits such as state scholarships are still available despite no requirement for graduation.

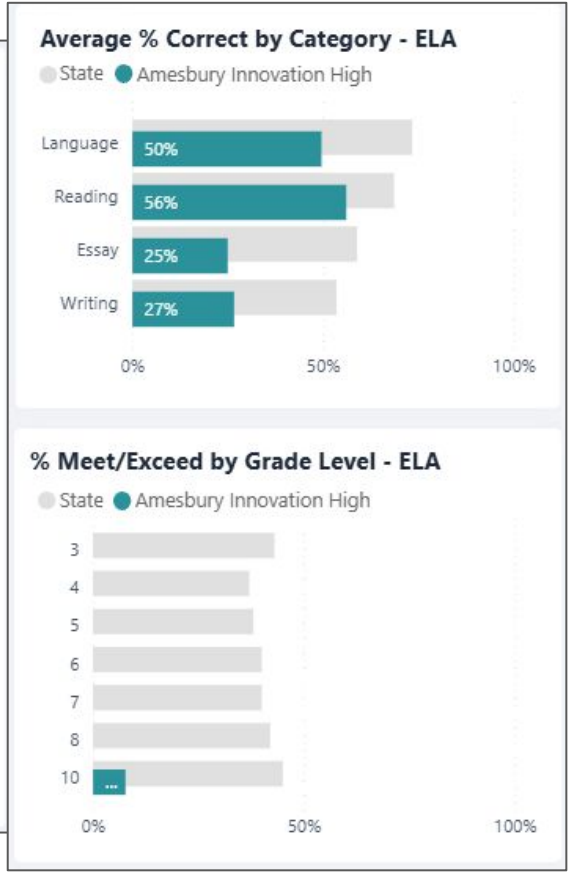
Amesbury Innovation High School - MCAS Data Review



Grade 10

Grades 10 - ELA
MCAS Achievement and Student Growth





	All	IEP	EL
APS- Avg Student Growth %	28.3%	29.6%	NA
State- Avg SGP	50%	50%	NA

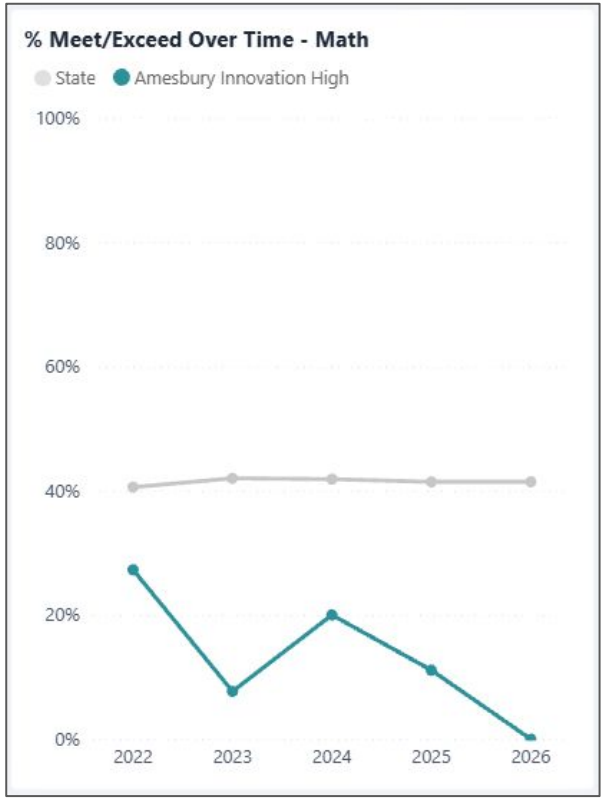
Glows: Highlights to Recognize

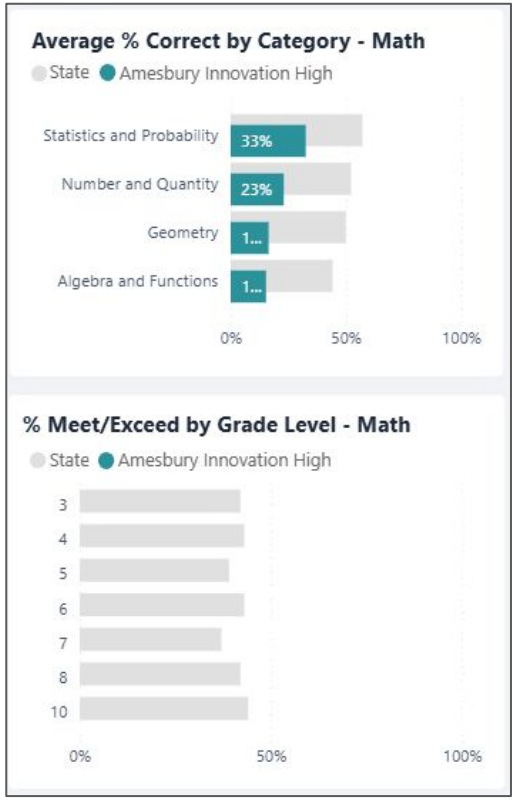
- 70% of participating students "passed" with PME compared to 37% State PME
- SGP +16% over previous year
- SGP of students with IEPs +14% over previous year

Grows: Opportunities for Growth

- 497 (AIHS) vs. 493 (State) Avg. scaled score
- Item Analysis: Essay and Writing Standards were approx. half of State average.
    - Essay 25% correct vs. 59% State Avg.
    - Writing 27% correct vs. 54% State Avg.

Grades 10 - Math
MCAS Achievement and Student Growth





	All	IEP	EL
APS - Avg Student Growth %	20.5%	26.4 %	NA
State - Avg. SGP	50%	50%	

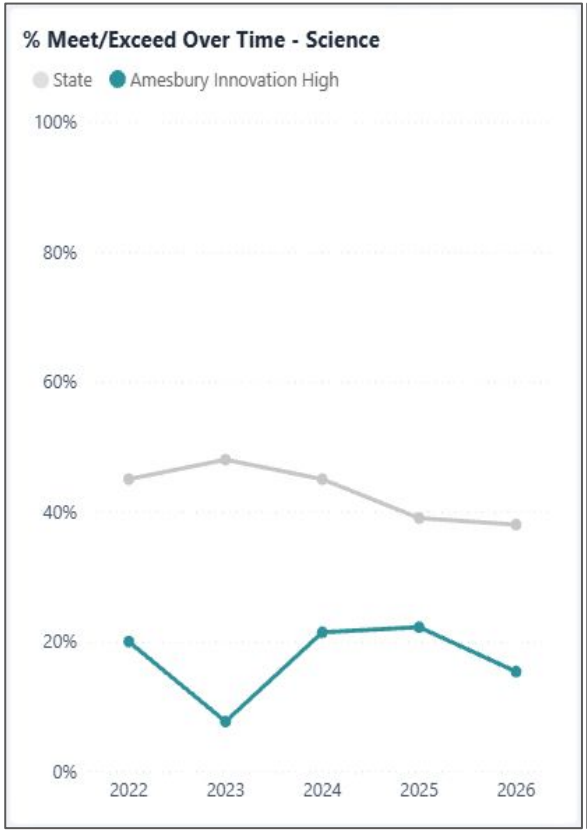
Glows: Highlights to Recognize

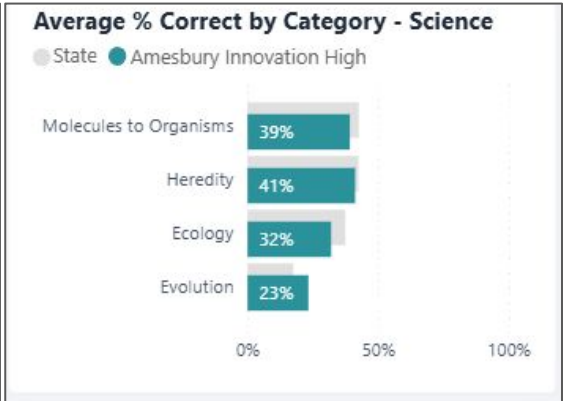
- **+3% in PME category over previous year.**
- **Highest Avg. percent correct (33%) in Statistics and Probability**

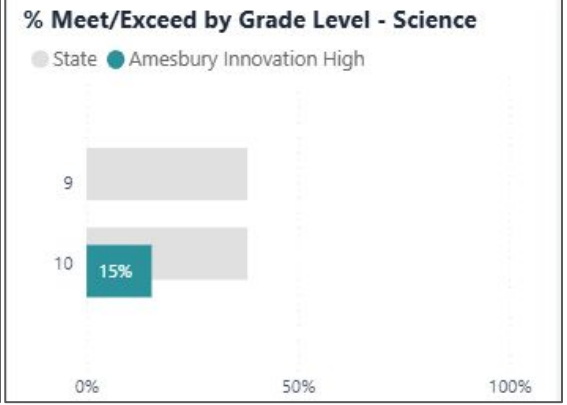
Grows: Opportunities for Growth

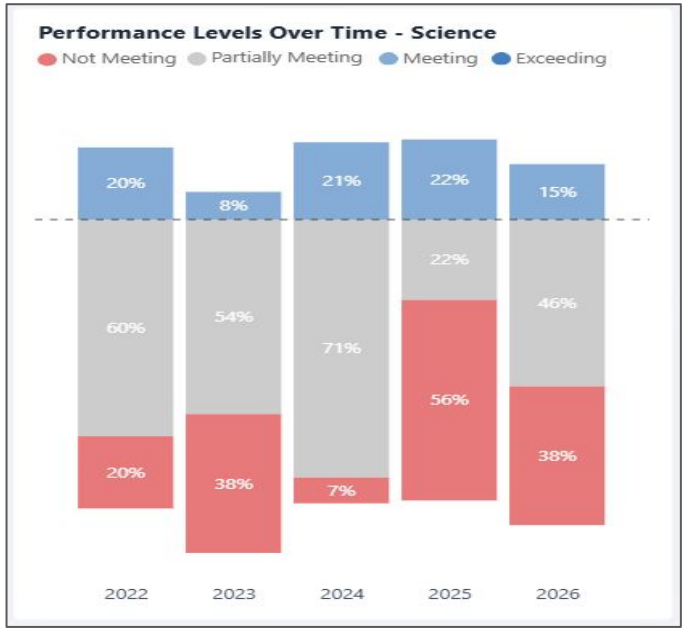
- **-7% SGP from previous year**
- **0 Students in ME/EE**

Grade 10 - Biology
MCAS Achievement and Student Growth









Glows: Highlights to Recognize

- **Increase in PME (+14%) over previous year**
- **Decrease in NME of 18% compared to previous year**

Grows: Opportunities for Growth

- **Continue to decrease PME category and advance PME category to ME or EE**

AIHS MOVING FORWARD

MATH

- Grade Level and Instructional Leadership Team (ILT) analysis of Math line items over the past three years to identify trends and areas for intervention.
- Continued analysis of formative and summative assessments to align students with appropriate supports.
- Review student subgroup data to identify students in need of targeted interventions
- Identify new curriculum opportunities to support growth

ELA

- Grade Level and Instructional Leadership Team (ILT) analysis of ELA line items over the past three years to identify trends and areas for intervention.
- Continued writing interventions during Advising and as aligned with Core curriculum instruction.
- Continued benchmark writing assessments each trimester in alignment with new DESE ELA Extended Response rubrics and format.
- Review student subgroup data to identify students in need of targeted interventions

SCIENCE

- Grade Level and Instructional Leadership Team (ILT) analysis of Science line item data to identify areas for intervention.
- Analysis of new Spring 2027 Science MCAS format in vertical grade level teams.
- Review of DESE Science curriculum.
- Identify science curriculum supports and integration
- Review student subgroup data to identify students in need of targeted interventions

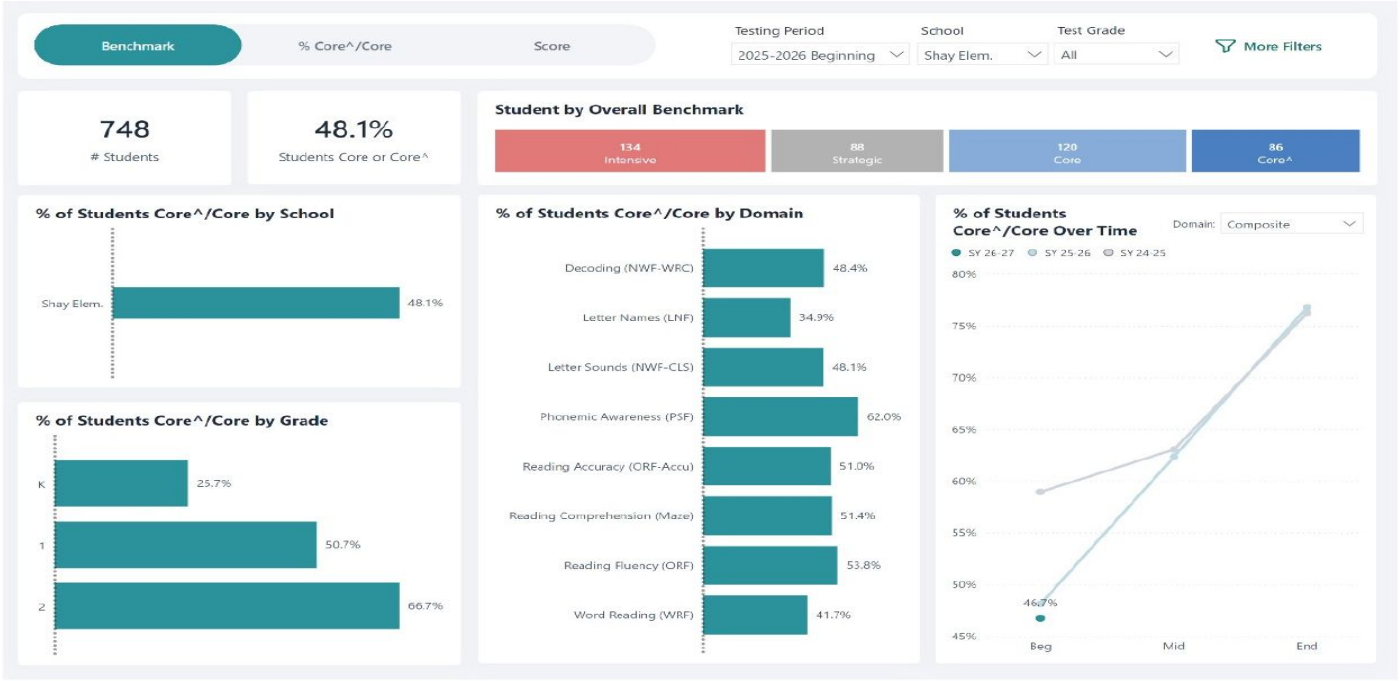
EARLY LITERACY & MATHEMATICS

2025–2026 beginning- and end-of-year literacy and mathematics benchmarks



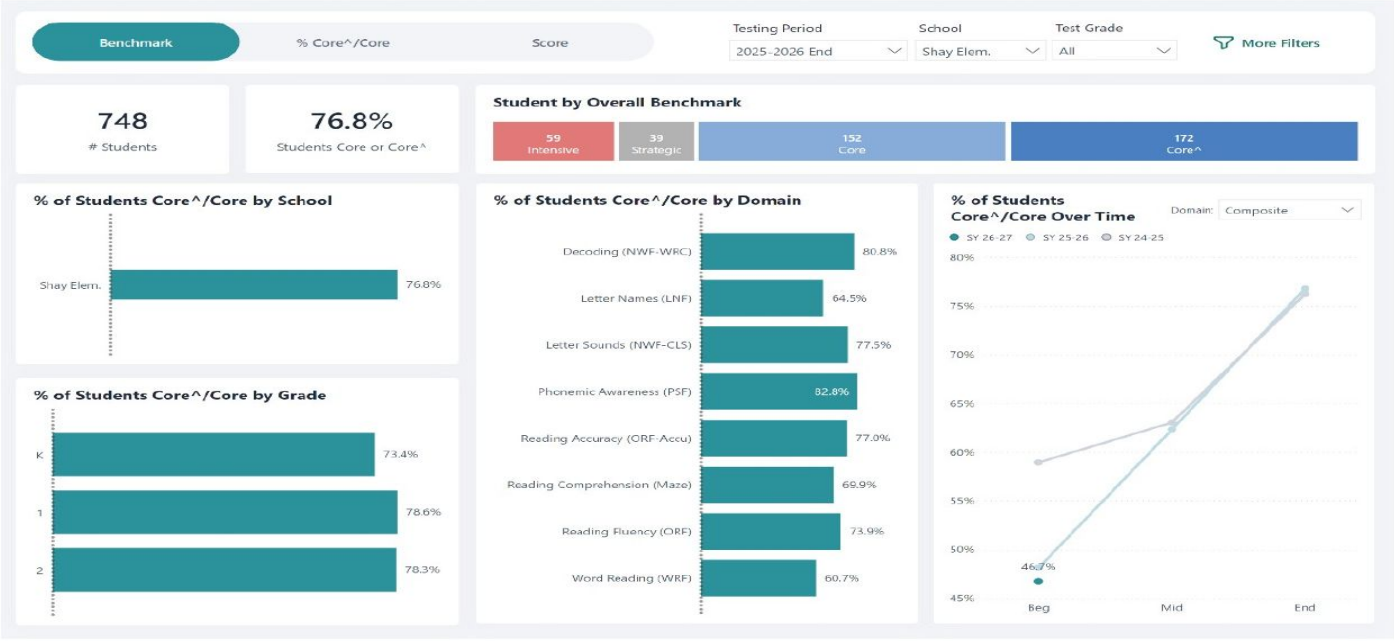
Early Literacy | Beginning of Year

2025–2026 beginning-of-year benchmark

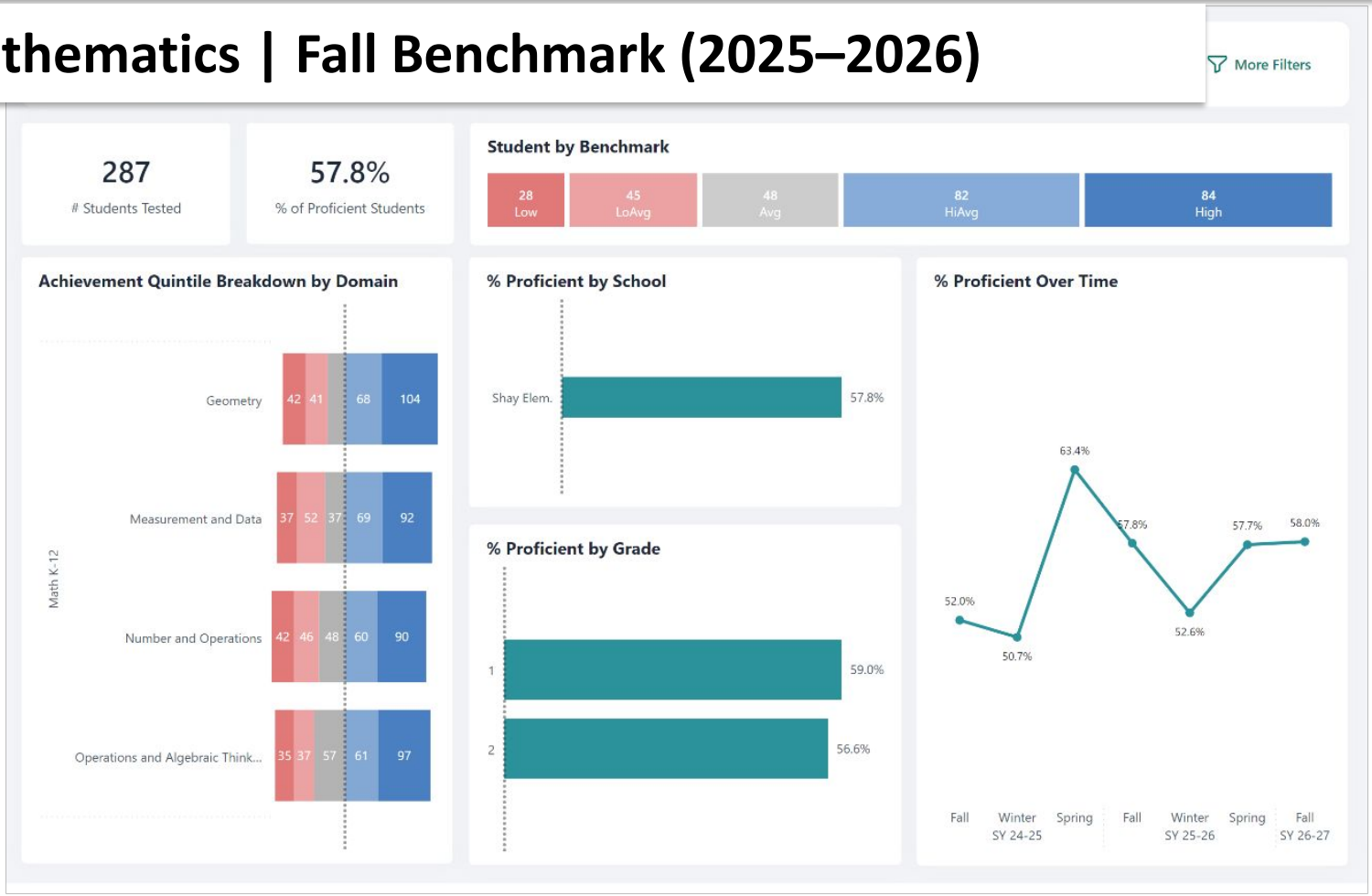


Early Literacy | End of Year

2025–2026 end-of-year benchmark

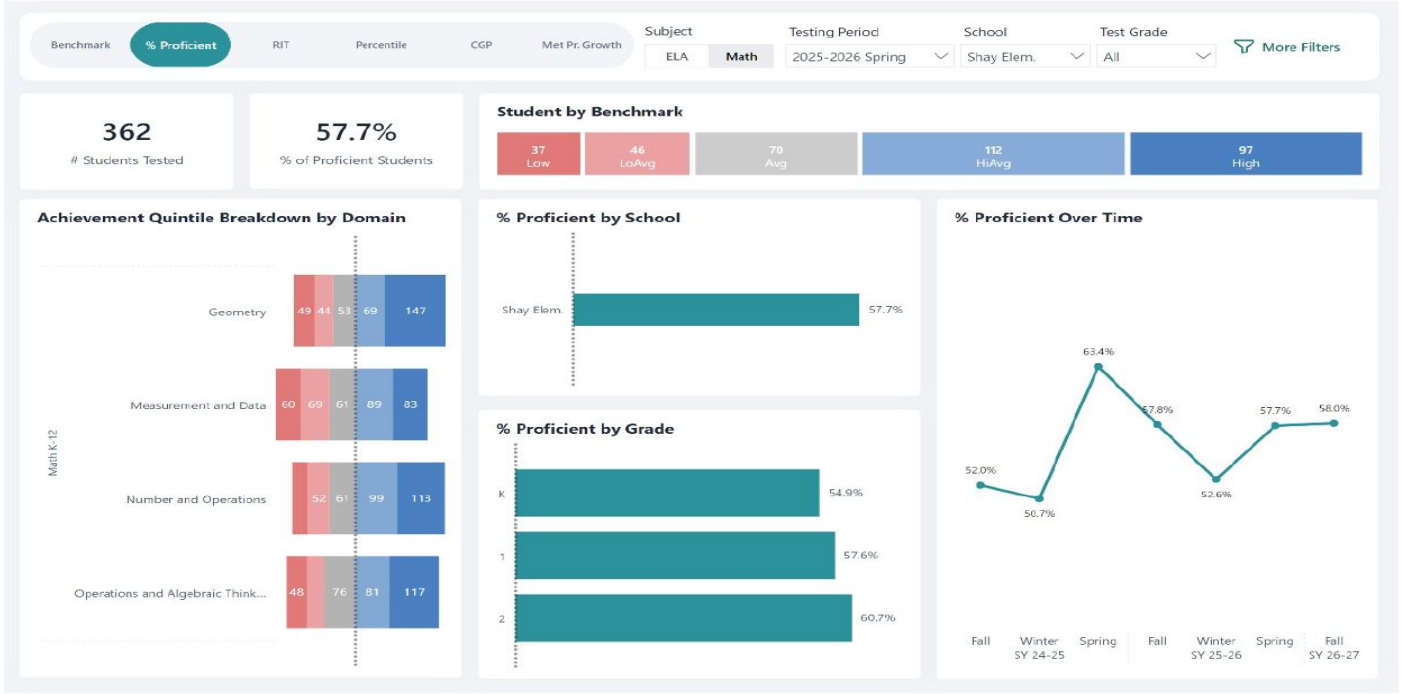


Mathematics | Fall Benchmark (2025–2026)



Mathematics | Spring Benchmark

2025–2026 spring proficiency



Glows: Highlights to Recognize

Findings from the Shay K–2 benchmark slides

EARLY LITERACY

- Core/Core+ increased from 48.1% at beginning of year to 76.8% at end of year (+28.7 percentage points).
- End-of-year results: Kindergarten 73.4%, Grade 1 78.6%, Grade 2 78.3%.
- Phonemic awareness reached 82.8% Core/Core+ at end of year.

MATHEMATICS

- Spring 2025–26 mathematics proficiency was 57.7%, essentially unchanged from fall (57.8%).
- Grade 2 achieved 60.7% proficiency in spring, the highest of the three K–2 grades.

Grows: Opportunities for Growth

Areas indicated by the K–2 benchmark results

EARLY LITERACY

- At the end of 2025–26, 23.2% were below Core/Core+ benchmarks.
- Word reading (60.7%) and letter names (64.5%) were lower than other end-of-year literacy domains.

MATHEMATICS

- In spring 2025–26, 42.3% of students were not yet proficient.
- Kindergarten (54.9%) and Grade 1 (57.6%) trailed Grade 2 (60.7%).
- Measurement and Data warrants additional instructional attention.

Moving Forward | K–2

Proposed instructional responses to the benchmark findings

LITERACY

- Continue explicit foundational literacy instruction.
- Use screening and progress monitoring to target word reading and letter knowledge.
- Review K–2 trends by grade and domain.

MATHEMATICS

- Use grade-level and domain-level data to identify instructional priorities.
- Provide targeted practice and intervention through math centers.
- Monitor growth across fall, winter, and spring benchmarks.