

# Student Opportunity Act (SOA) Plan 2024



# A Little SOA History

In 2015, the ***Foundation Budget Review Commission's Final Report*** made clear that the educational progress in the State since 1993 (Ed Reform) would be at risk if they didn't consider the adequacy of the foundation budget.

The Student Opportunity Act was subsequently **enacted in 2019**. It injected significant **new funding** into the State educational system.

*In approving foundation budget increases, they wanted to **ensure the funding was used effectively and accountably** to meet the educational needs of our **most vulnerable children and high needs students**. (p.13)*

*We advise a keen sense of the urgency when it comes to addressing the identified funding gaps, **and the moral imperative of reducing the remaining achievement gaps**. (p.17)*

# SOA Purpose

The MA DESE Student Opportunity Act Plan was established **to address the challenges and inequities in the education system**, with a focus on providing high-quality education for all students.

It **requires districts to address a subset of initiatives**, focused on evidence-based programs and strategies, that

- improve the educational **experiences and outcomes of students**
- focus on **rapidly improving outcomes of students with low academic performance**



# 2021 SOA Plan Early Literacy

# Kindergarten Early Literacy- DIBELS

- At the beginning of this school year, **15.4%** (n=50) of all kindergarten students (n=324) scored *significantly below benchmark* in the DIBELS Early Literacy Screening.
- At the middle of the year screening this percentage dropped to **6.5% (n=21)**.
- It's important to note that the benchmark increase *is the greatest* from the beginning of the year to the middle of the year (279 to 355).

# Kindergarten Early Literacy- DIBELS

n=21 students - demographic data

Number of Students	Race	SE	ML	ED
1	Asian			X
1	Asian	X		
1	Asian			
1	Hisp/Latinx		X	X
1	Hisp/Latinx			X
1	Black			X
3	Caucasian			X
2	Caucasian	X		
10	Caucasian			

Beginning of Year (BOY)	279
Middle of Year (MOY)	355
End of Year (EOY)	405

323-333	334-344	345-355
5	7	9

# Mid-Year Aggregate ELA iReady Data

Student Growth in  Shown by

Across the District from Fall to

01/08/24 - 01/27/24



The collective work of our educators, school and district leaders



## 2024 SOA Planning and Timeline

**December 2023:** 2024 SOA Plan submission guidance launched to all districts

**January 2024:** 2024 SOA Plan addendum guidance launched to priority districts (N/A for AB)

**February 2024:** Link to online plan submission form in GEM\$ will be shared with districts

→ ***March 2024: School Committee must vote on the 2024 SOA Plan prior to plan submission***


**April 1, 2024:** SOA Plans are due by 11:59 p.m.



# Components to Creating the SOA Plan

1. Analyze Data and Select Student Groups for Focused Support
2. Identify Priority Area and Select Strategic Objective
3. Engage Families/Caregivers and other Stakeholders
4. Finalize Focus Area, Evidence Based Program(s) and Strategies to Address Disparities in Outcomes
5. Set Ambitious Three-Year Targets for Improving Student Achievement

Survey to all  
parents/caregivers  
and staff (3.5-3.11)



**1.** Analyze Data and Select  
Student Groups for  
Focused Support

# Data Analyzed

- Accountability data
- MCAS data
- ELA iReady data
- Math iReady data
- DIBELS data for Grade 3
- Learning Walk data
- Student Survey data
- School Improvement Plans
- District Strategic Plan

Chronic Absenteeism has been linked to:

- students not reaching early learning milestones
- student academic performance measures
- high school graduation
- adulthood life experiences

## Selected Student Groups

- Hispanic/Latinx
- Black
- Economically Disadvantaged
- Multilingual
- Students w/ Disabilities

**2.** Identify Priority  
Area and Select  
Strategic Objective

# Priority Area - Chronic Absenteeism

Defined as the percentage of students *missing 10 percent or more of their days in membership.*

In a typical 180-day school year, this is the percentage of students who miss **18 or more days.**

To calculate the chronic absenteeism rate for a school or student group:

- DESE determines whether each student is or is not chronically absent **based on the student's total number of days in attendance and their total number of days in membership.**
- The rate is reported as the percentage of students in the school or group who are chronically absent.

The chronic absenteeism calculation includes ***both excused and unexcused absences*** and is calculated separately by gradespan (i.e., grades 1 through 8 in non-high schools and grades 9 through 12 in high schools).

# Priority Area Strategic Objective Focus Area

Priority Area
Chronic Absenteeism
Strategic Objective
<b>#1</b> Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so all students feel valued, connected, nourished and ready to learn.
Focus Areas
<b>1.1</b> Promote students' physical and mental health in welcoming, affirming, and safe spaces
<b>1.3</b> Develop partnerships with students and their families

### **3. Engage**

Families/Caregivers and  
other Stakeholders

# Engage Families/Caregivers and other Stakeholders

We are engaging the following stakeholder groups in the development of the plan:

- Parents/Caregivers
- SEPAC
- ELPAC
- School Councils
- Educators

Survey through  
Parent Square open  
from March 5 - 11

*We will use the input from the above stakeholders to inform our final plan.*



**4.** Finalize Focus Area,  
Evidence- Based  
Program(s), and  
Strategies to Address  
Disparities in  
Outcomes

# Finalize Plan

From DESE Guidelines . . .

*Prioritizing **the needs of students as having the least access to the system's vision** will provide a critical perspective on what areas should be focused on for continuous improvement while helping the District center equity in its improvement efforts.*

**6.** Set Ambitious  
Three-Year Targets for  
Improving Student  
Achievement

## **School Committee Vote**

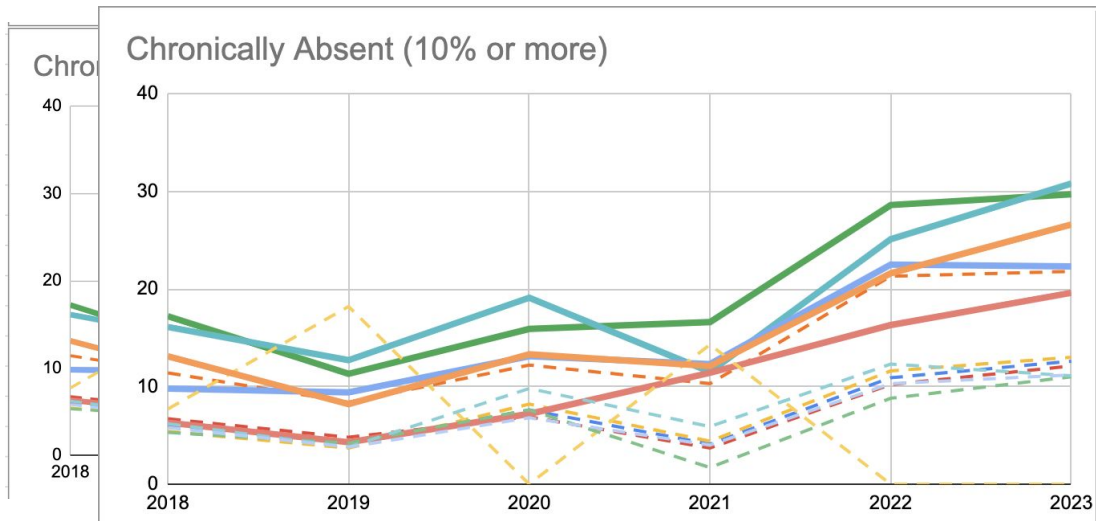
*Two weeks - come back and share the plan overview for your vote in order to submit to DESE by April 1.*

*Questions and Comments ??*

Chronically Absent (10% or more)	2018	2019	2020	2021	2022	2023
All Student	6	4.2	7.6	4.1	10.9	12.6
Female	6.7	4.8	6.9	3.7	10.2	12.1
Male	5.4	3.7	8.2	4.4	11.6	13
Economically Disadvantaged	17.2	11.3	15.9	16.6	28.6	29.7
High Needs	11.4	8.4	12.2	10.3	21.3	21.8
LEP English language learner	16.1	12.7	19.1	11.5	25.1	30.8
Students with disabilities	9.8	9.4	13.1	12.3	22.5	22.3
African American/Black	6.3	4.3	7.2	11.4	16.3	19.6
American Indian or Alaskan Native	7.7	18.2	0	14.3	0	0
Asian	5.3	4.2	7.6	1.7	8.8	11
Hispanic or Latino	13.1	8.2	13.3	12.1	21.6	26.6
Multi-race, non-Hispanic or Latino	6.2	3.8	9.8	5.9	12.3	11.1
White	5.8	3.8	6.8	4	10.3	11.2

# Chronic Absence Trends

## 2018-2013



# Priority Area Choose Strategic Objective # and then Focus Area

<p><b>#1</b> Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so all students feel valued, connected, nourished and ready to learn.</p>	<p><b>#2</b> Promote deeper learning so all students engage in grade level work that is real-world, relevant &amp; interactive</p>	<p><b>#3</b> Develop and sustain a workforce this is diverse, culturally responsive, well-prepared, and committed to continuous improvement so that all students have equitable access to effective educators</p>
<p>Focus Areas</p>		
<p><b>1.1</b> Promote students' physical and mental health in <b>welcoming, affirming, and safe spaces</b></p>	<p><b>2.1 Implement HQIM</b> that support culturally and linguistically sustaining practices</p>	<p><b>3.1</b> Develop an <b>increased &amp; robust pipeline of diverse &amp; well-prepared</b> educators and leaders</p>
<p><b>1.2 Implement a MTSS</b> that helps all students progress</p>	<p><b>2.2 Use the MTSS Process</b> to implement supports and interventions (particularly SWD and multilingual learners equitable access to learning)</p>	<p><b>3.2 Create the conditions to sustain and retain diverse and effective staff</b>, particularly those who entered the field through alternative pathways</p>
<p><b>1.3</b> Develop <b>authentic partnerships with students and families</b> that elevate their voices and leadership</p>	<p><b>2.3</b> Reimagine the high school experience so all students are engaged and prepared <b>for post-secondary success</b></p>	<p><b>3.3</b> Implement <b>opportunities for all staff to engage in a cycle of continuous improvement</b>, utilizing effective teaming structures</p>
	<p><b>2.4</b> Develop a <b>coherent and holistic range of programming</b> that is responsive to the needs and interests of diverse learners.</p>	

# Data to Consider

Analyze our existing data to deepen our understanding of the current context to address disparities among student groups.

**Instructional Data** - Observation data from learning walks; evaluation data; use of High Quality Instructional Materials (HQIM)

**Perspectives Data** - Stakeholder surveys, climate surveys, focus groups

**Student Outcomes Data** - Accountability data, MCAS, iReady, DIBELS

**Systems/Structures Data** - Staffing review, SIPS, Strategic Plans, PL, policy manuals, handbooks

# Instructional Data

## Mathematics Learning Walks (observed)

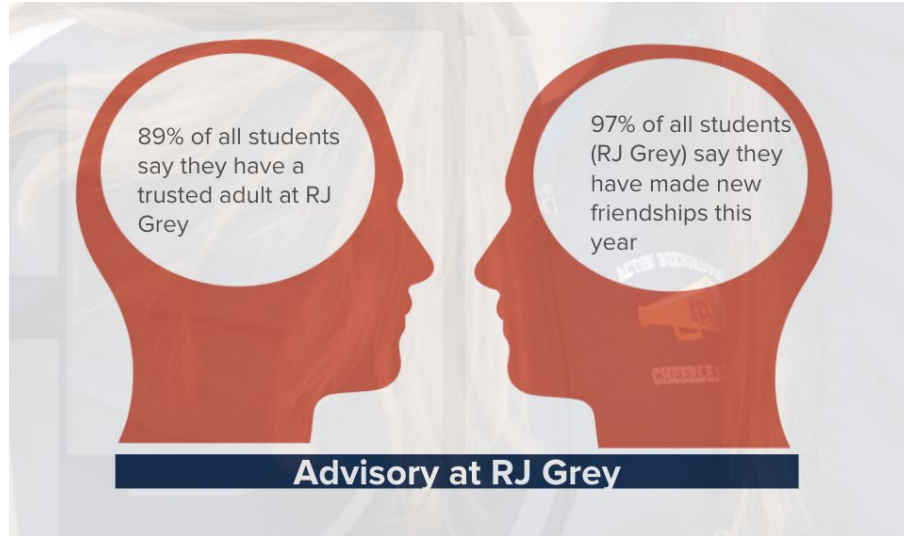
- Anchor charts, visuals (text/symbols/numerals), vocabulary
- Mathematical practices - Building Thinking Classrooms
- Student background connections
- Structures, Routines, and Norms - SEL (predictability)

## Recent HQIM Implementation:

- IM/Desmos grades K-8
- Heggerty grades PK-1; Foundations grades K-3
- EL Education grades K-6



# Perspectives Data: SEL Student Surveys



## **Growth of the ABRHS Advisory Program**

*84% of High School students reported meeting someone new through the Advisory Program last year.*

*69% of them reported that their teacher was getting to know them.*

# Student Outcomes Data

- Accountability and MCAS
  - Absenteeism data
- DIBELS data for Grade 3: Hispanic or Latinx students (in DIBELS - multi-racial)
- ELA iReady data for
  - Grade 6: Multilingual Students
  - Grade 8: Multilingual Students - *results in early March*
- Math iReady data for
  - Grade 3: Hispanic or Latinx students *and* Students with Disabilities
  - Grade 8: Multilingual Students - *results in early March*

# Data Analyzed

- Absenteeism data
- DIBELS data for Grade 3: Hispanic or Latinx students (in DIBELS - multi-racial)
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# DESE Student Outcomes Comparison Tool

## Acton-Boxborough

- WELCOME
- DISTRICT HEAT MAP
- STATE HEAT MAP
- ENGLISH LEARNER
- SWD
- LOW INCOME
- RACE/ETHNICITY
- DEFINITIONS

All Students Rate
Student Group Meets or Exceeds All Students Rate
Student Group Does Not Meet All Students Rate
Greatest Disparities from All Students Rate

### How to interpret this page

This page displays student group performance across multiple metrics. Each metric is color-coded to show whether the student group meets or exceeds or falls below the district average for "All Students." The student groups experiencing the greatest disparities are indicated in dark red and may be most in need of intensive support. See DEFINITIONS page for more info.

A cell with 0.0 indicates a 0.0 rate for that student group on that measure, while an empty cell signifies no publicly available data.

### District Heat Map i

Student Group

Student Group	2023	2023	2023	2022	2023	2022	2021
	% Total Enrollment	% Chronic Absenteeism	% Out School Suspension	% Ninth Graders Passing	% Pathways Enrollment	% Dropout	% 5 Year Graduation
All Students		12.6	0.2	98.7		0.1	98.2
English Learner	6.2	30.8		100.0		0.0	100.0
Students with Disabilities	15.5	22.3	1.2	94.3		0.5	91.2
Low Income	10.6	29.7	0.8	97.2		1.3	93.3
African American/Black	3.0	19.6	2.6	100.0		0.0	100.0
American Indian or Alaskan Native	0.1	0.0					
Asian	33.3	11.0		99.4		0.0	100.0
Hispanic or Latino	7.9	26.6	0.2	96.7		0.0	100.0
Multi-race non-Hispanic or Latino	5.0	11.1		100.0		0.0	100.0
Native Hawaiian or Pacific Islander	0.1						
White	50.7	11.2	0.2	98.3		0.2	96.7

### 2023 MCAS

Show % Meeting & Exceeding

Show SGP



Subject / Grade	All Students	English Learner	Students with Disabilities	Low Income	African American/Black	American Indian or Alaskan Native	Asian	Hispanic or Latino	Multi-race non-Hispanic or Latino	Native Hawaiian or Pacific Islander	White
<b>ELA</b>											
6	61		55	55			66	60	66		58
8	50		44	44			53	50			49
10	59		41	51			62	56			57
<b>MATH</b>											
6	67		55	68			67	66	74		67
8	55		53	56			54	51			58
10	54		45	48			55	48			55

# DESE Student Outcomes Comparison Tool

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District Heat Map <span style="float: right;">i</span>	2023	2023	2023	2022	2023	2022	2021
Student Group	% Total Enrollment	% Chronic Absenteeism	% Out School Suspension	% Ninth Graders Passing	% Pathways Enrollment	% Dropout	% 5 Year Graduation
All Students		12.6	0.2	98.7		0.1	98.2
English Learner	6.2	30.8		100.0		0.0	100.0
Students with Disabilities	15.5	22.3	1.2	94.3		0.5	91.2
Low Income	10.6	29.7	0.8	97.2		1.3	93.3
African American/Black	3.0	19.6	2.6	100.0		0.0	100.0
American Indian or Alaskan Native	0.1	0.0					
Asian	33.3	11.0		99.4		0.0	100.0
Hispanic or Latino	7.9	26.6	0.2	96.7		0.0	100.0
Multi-race non-Hispanic or Latino	5.0	11.1		100.0		0.0	100.0
Native Hawaiian or Pacific Islander	0.1						
White	50.7	11.2	0.2	98.3		0.2	96.7

### 2023 MCAS

Show % Meeting & Exceeding
Show SGP
i

Subject / Grade	All Students	English Learner	Students with Disabilities	Low Income	African American/Black	American Indian or Alaskan Native	Asian	Hispanic or Latino	Multi-race non-Hispanic or Latino	Native Hawaiian or Pacific Islander	White
<b>ELA</b>											
3	64	27	23	41	33		72	16	77		68
6	68	6	25	39			80	46	74		65
8	66	0	26	34	43		85	26	46		64
10	86		47	50	57		94	65			84
<b>MATH</b>											
3	54	29	17	27	25		78	13	65		46
6	74	25	28	48			92	36	75		70
8	78	0	37	51	29		96	31	69		78
10	86		41	56	50		94	65			85

# Enrollment and Attendance

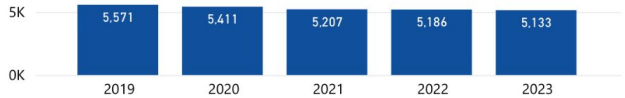


Viewing data for:  
 Acton-Boxborough: District Results (0... ▼)

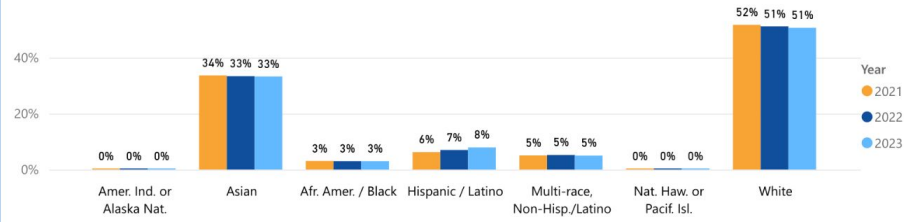
Organization Name	School Type	Title I Status	Grades Served
Acton-Boxborough: District Results (06000000)	District	Title I District	PK,K,01,02,03,04,05,06,07,08,09,10,11,12

## Student Enrollment

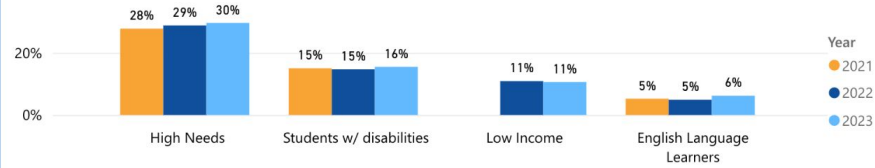
Total Enrollment by Year



Enrollment by Race/Ethnicity



Enrollment by Special Population



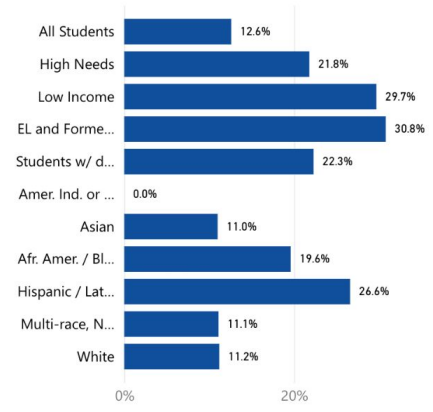
\* Since fall 2021, DESE no longer reports data for the economically disadvantaged student group and instead reports data for a **newly defined low income student group**. This change also affects the high needs group.

## Student Attendance

End of Year Attendance Summary

Year	Attendance Rate (%)	Chronic Absenteeism Rate (%)	Average Days Missed (#)
2019	96.5	4.2	6.1
2021	97.7	4.1	3.9
2022	95.0	10.9	8.8
2023	94.5	12.6	9.7

2023 Chronic Absenteeism Rate by Student Group



[Link to DESE School and District Performance Summaries](#)

Home

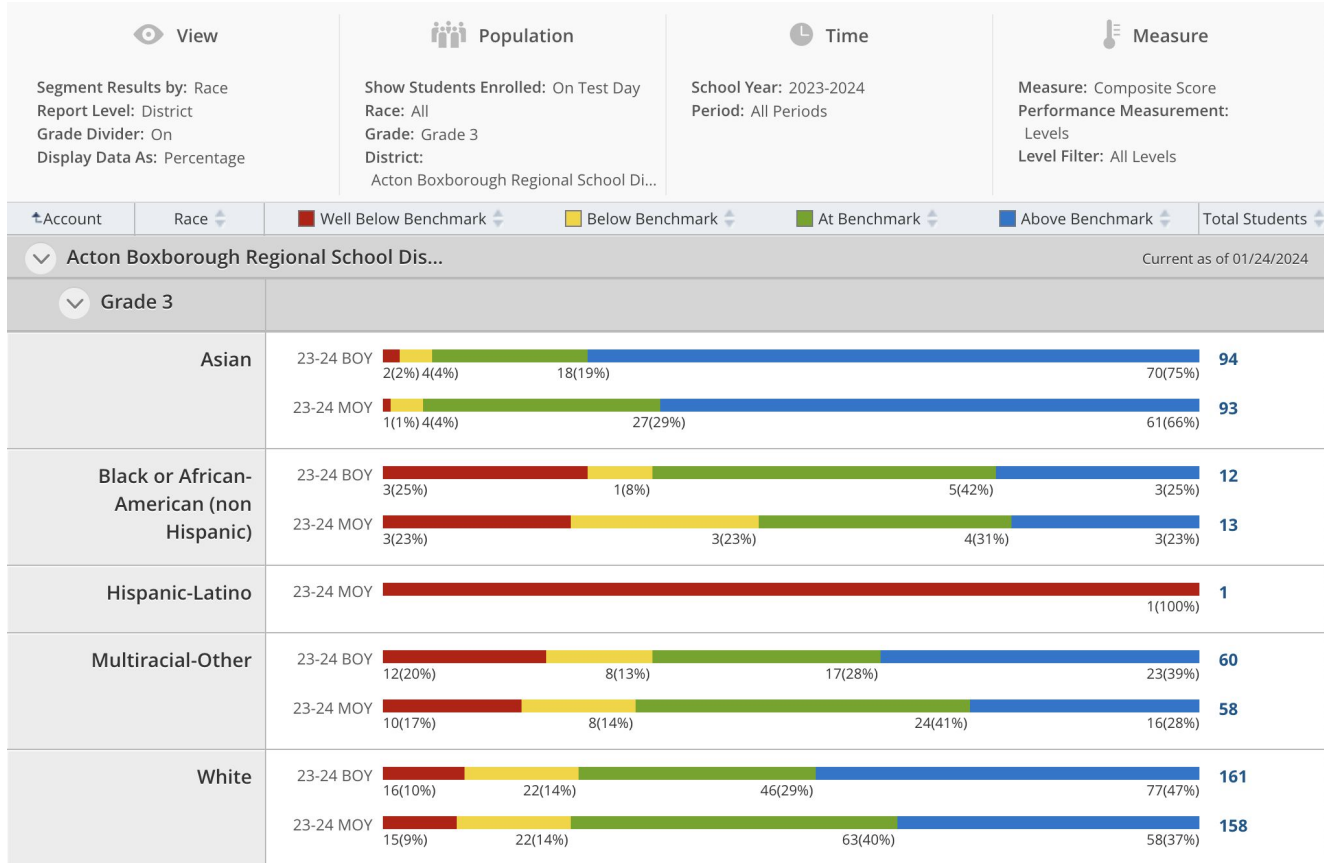
**Enrollment and Attendance**

Assessment Summary

High School Indicators

Accountability Information

# DIBELS Grade 3 Data by Race






Grade 3  
Benchmark  
Goals

BOY 332  
MOY 393  
EOY 442

# iReady ELA Grade 8 - Multilingual Students

## Fall Grade 8 ELA iReady

Grade 8	Overall		49%	22%	14%	5%	10%	406/409
	Yes - English Learner		0%	0%	17%	0%	83%	6/7
	No - English Learner		50%	23%	14%	5%	9%	400/402

Winter/Spring Grade 8 ELA iReady - *results coming in early March*



# iReady ELA Grade 6 - Multilingual Students

## Fall Grade 6 ELA iReady

Grade 6	Overall		57%	15%	15%	6%	7%	399/416
	Yes - English Learner		0%	0%	0%	15%	85%	13/21
	No - English Learner		59%	16%	16%	6%	4%	386/395

## January Grade 6 ELA iReady

Grade 6	Overall		68%	11%	12%	4%	5%	390/415
	Yes - English Learner		7%	0%	13%	27%	53%	15/20
	No - English Learner		70%	11%	12%	3%	3%	375/395

Celebrate!

46% of ELs met Typical Growth goals at midyear!

## Diagnostic Growth

	TG Progress Median	% Met	SG Progress Median	% Met	% Students w/Impr. Placement	
Grade 6	Overall	142%	57%	47%	26%	47%
	Yes - English Learner	79%	46%	29%	15%	46%
	No - English Learner	142%	57%	47%	27%	47%



# iReady Mathematics Grade 3 - Hispanic or Latinx Students

## Fall Grade 3 Mathematics iReady

Grade 3	Overall		15%	15%	53%	13%	3%	322/337
	Yes - Hispanic or Latino		3%	0%	58%	27%	12%	33/36
	No - Hispanic or Latino		17%	17%	53%	11%	2%	289/301

## January Grade 3 Mathematics iReady

Grade 3	Overall		29%	23%	42%	5%	2%	326/337
	Yes - Hispanic or Latino		3%	3%	67%	18%	9%	33/36
	No - Hispanic or Latino		31%	25%	39%	4%	1%	293/301

Celebrate!  
  
 16% of Hispanic or Latinx students met Typical Growth goals at midyear!

## Diagnostic Growth

TG Progress Median    % Met    SG Progress Median    % Met    % Students w/Impr. Placement

Grade 3	Overall	50%	15%	35%	3%	49%	313/337
	Yes - Hispanic or Latino	42%	16%	27%	3%	28%	32/36
	No - Hispanic or Latino	50%	15%	37%	2%	51%	281/301



# iReady Mathematics Grade 3 - Students with Disabilities

## Fall Grade 3 Mathematics iReady

Grade 3	Overall		15%	15%	53%	13%	3%	322/337
	Yes - Special Education		5%	7%	39%	32%	16%	56/60
	No - Special Education		17%	17%	56%	9%	1%	266/277

Celebrate!

21% of SWDs met Typical Growth goals at midyear!

## January Grade 3 Mathematics iReady




Grade 3	Overall		29%	23%	42%	5%	2%	326/337
	Yes - Special Education		9%	11%	58%	16%	5%	55/61
	No - Special Education		32%	25%	38%	3%	1%	271/276

## Diagnostic Growth

	TG Progress Median	% Met	SG Progress Median	% Met	% Students w/Impr. Placement		
Grade 3	Overall	50%	15%	35%	3%	49%	313/337
	Yes - Special Education	52%	21%	34%	0%	53%	53/61
	No - Special Education	49%	13%	35%	3%	48%	260/276

# iReady Mathematics Grade 8 - Multilingual Students

## Fall Grade 8 Mathematics iReady

Grade 8	Overall		43%	26%	21%	5%	6%	409/414
	Yes - English Learner		0%	0%	11%	0%	89%	9/11
	No - English Learner		44%	27%	21%	5%	4%	400/403

Winter/Spring Grade 8 Mathematics iReady - *results coming in early March*

# Systems/Structures Data

- SIPS
- [2023-2024 District Goals](#)
- [District Strategy 2020-2026](#)