# Student Opportunity Act (SOA) Plan 2024

## 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**

# 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

**3.** Engage Families/Caregivers and other Stakeholders

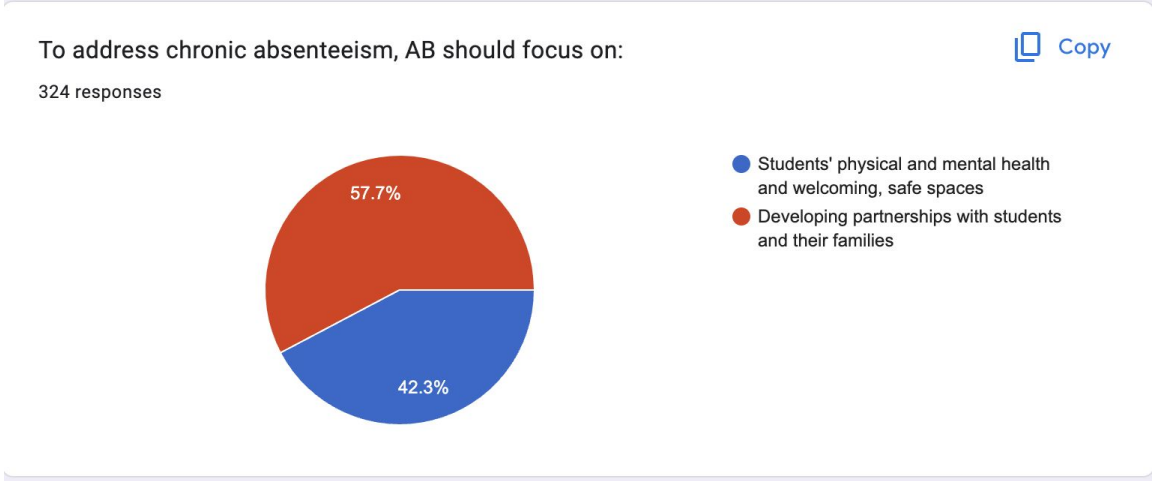# Engage Families/Caregivers and other Stakeholders

We  engaged the following stakeholder groups in the development of the plan:

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

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

# Quantitative Data

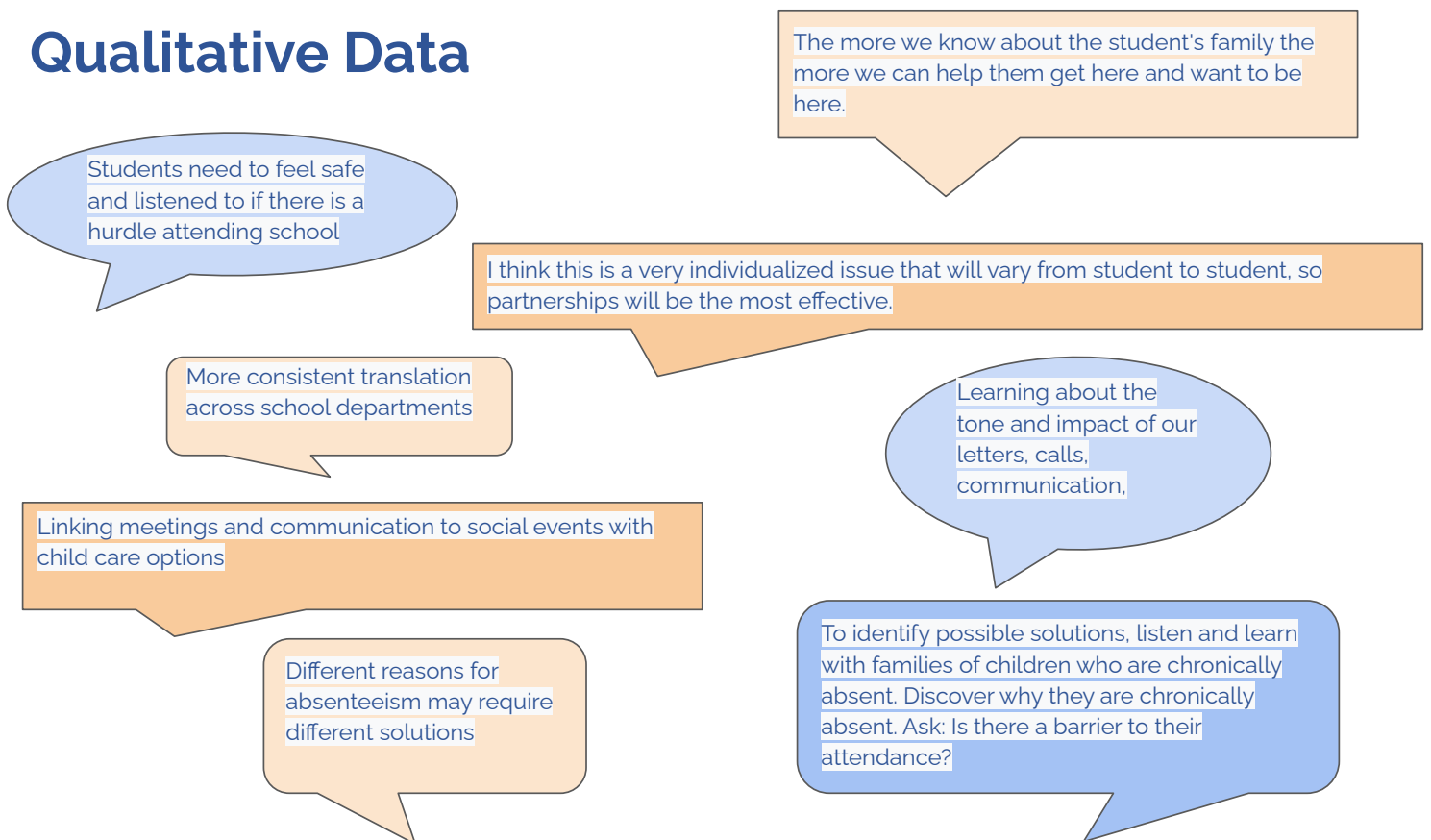The majority (57.7%) of survey respondents indicated that, in order to address chronic absenteeism, the District should focus on developing partnerships with students and their families.

To address chronic absenteeism, AB should focus on:                    Copy

324 responses



57.7%

42.3%

● Students' physical and mental health and welcoming, safe spaces
● Developing partnerships with students and their families

# Priority Area ⟹ Strategic Objective ⟹ Focus Area

| |
|---|
| **Priority Area** |
| Chronic Absenteeism |
| **Strategic Objective** |
| **#1** 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** |
| **1.1** Promote students' physical and mental health in welcoming, affirming, and safe spaces |
| **1.3 Develop partnerships with students and their families** |

# Qualitative Data

The more we know about the student's family the more we can help them get here and want to be here.

Students need to feel safe and listened to if there is a hurdle attending school

I think this is a very individualized issue that will vary from student to student, so partnerships will be the most effective.

More consistent translation across school departments

Learning about the tone and impact of our letters, calls, communication,

Linking meetings and communication to social events with child care options

Different reasons for absenteeism may require different solutions

To identify possible solutions, listen and learn with families of children who are chronically absent. Discover why they are chronically absent. Ask: Is there a barrier to their attendance?

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

## Focus Area ⟹ Evidence-Based Program (EBP)

| Focus Area |
| --- |
| **1.3 Develop partnerships with students and their families** |
| **Evidence-Based Program (EBP)** |
| **1.3A Diverse Approaches to Meaningful Family Engagement: Train all staff on multiple strategies and tools to engage with families in meaningful two-way communication.** |

# Evidence-Based Program and Strategies

**1.3A Diverse Approaches to Meaningful Family Engagement: Train all staff on multiple strategies and tools to engage with families in meaningful two-way communication.**

Three strategies to address the disparities across student groups:

1. Increase consistent communication and engagement between schools and families
2. Create a multi-tiered system for reporting, recording, and responding to student chronic absenteeism
3. Provide for all staff more learning opportunities to learn about and address chronic absenteeism (from - mindset and bias work to strategies and tools to engage with students and families/caregivers in meaningful, collaborative, proactive, and supportive two-way communication).

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

# Ambitious Targets for Improving Student Outcomes

We will adopt the three year improvement targets established by DESE for the chronic absenteeism rates for the student groups we identified as our district's SOA Plan improvement targets. These targets are generally 1-2% increases each year.

Student groups

- Economically Disadvantaged
- Multilingual Learners
- Students with Disabilities
- African American/Black
- Hispanic/Latino

# School Committee Vote

*Questions and Comments*

# DESE Student Outcomes Comparison Tool

## Acton-Boxborough

| 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 |

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

**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 | 2023 % Total Enrollment | 2023 % Chronic Absenteeism | 2023 % Out School Suspension | 2022 % Ninth Graders Passing | 2023 % Pathways Enrollment | 2022 % Dropout | 2021 % 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

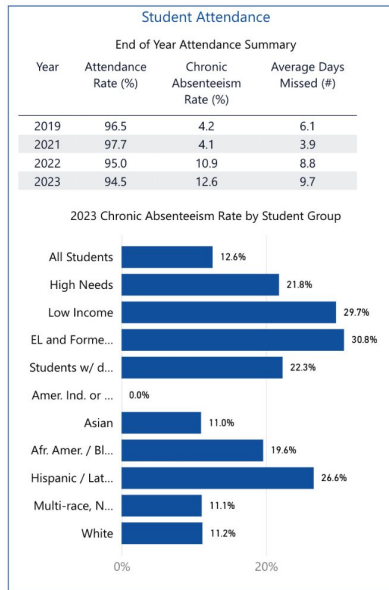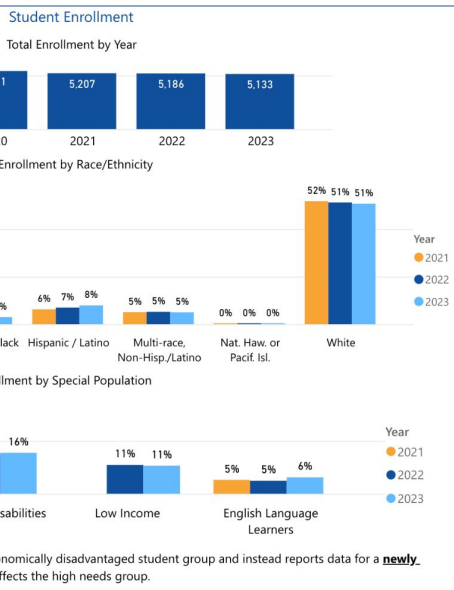| Show % Meeting & Exceeding | Show SGP | (i) |
|---|---|---|

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **ELA** | | | | | | | | | | | |
| 6 | 61 | | 55 | 55 | | | 66 | 60 | 66 | | 58 |
| 8 | 50 | | 44 | 44 | | | 53 | 50 | | | 49 |
| 10 | 59 | | 41 | 51 | | | 62 | 56 | | | 57 |
| **MATH** | | | | | | | | | | | |
| 6 | 67 | | 55 | 68 | | | 67 | 66 | 74 | | 67 |
| 8 | 55 | | 53 | 56 | | | 54 | 51 | | | 58 |
| 10 | 54 | | 45 | 48 | | | 55 | 48 | | | 55 |

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## Enrollment and Attendance (i)

**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**

| 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|
| 5,571 | 5,411 | 5,207 | 5,186 | 5,133 |

**Enrollment by Race/Ethnicity**

| Group | 2021 | 2022 | 2023 |
|---|---|---|---|
| Amer. Ind. or Alaska Nat. | 0% | 0% | 0% |
| Asian | 34% | 33% | 33% |
| Afr. Amer. / Black | 3% | 3% | 3% |
| Hispanic / Latino | 6% | 7% | 8% |
| Multi-race, Non-Hisp./Latino | 5% | 5% | 5% |
| Nat. Haw. or Pacif. Isl. | 0% | 0% | 0% |
| White | 52% | 51% | 51% |

**Enrollment by Special Population**

| Group | 2021 | 2022 | 2023 |
|---|---|---|---|
| High Needs | 28% | 29% | 30% |
| Students w/ disabilities | 15% | 15% | 16% |
| Low Income | | 11% | 11% |
| English Language Learners | 5% | 5% | 6% |

* 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**

| Group | Rate |
|---|---|
| All Students | 12.6% |
| High Needs | 21.8% |
| Low Income | 29.7% |
| EL and Forme... | 30.8% |
| Students w/ d... | 22.3% |
| Amer. Ind. or ... | 0.0% |
| Asian | 11.0% |
| Afr. Amer. / Bl... | 19.6% |
| Hispanic / Lat... | 26.6% |
| Multi-race, N... | 11.1% |
| White | 11.2% |

**Link to DESE School and District Performance Summaries**

| Home | Enrollment and Attendance | Assessment Summary | High School Indicators | Accountability Information |
|---|---|---|---|---|