

2026 Spring MCAS
Overview
to
MPS School Committee

October 28, 2026



MILTON PUBLIC SCHOOLS



Agenda

- Context for MPS and MCAS Testing
- Bright Spots - Areas of Concern
- Accountability Overview
- Subgroup Data View
- Student Learning Elements
 - What is working
 - What we may reassess
- Next Steps





MCAS Basics

Tested Grades and Subjects

English Language Arts (ELA) - Grades 3-8 and 10

Math - Grades 3-8 and 10

Science - Grades 5 and 8, Grade 9 (biology)

Civics - Grade 8

What are the scoring ranges?

Exceeding Expectations: 530–560

Meeting Expectations: 500–529

Partially Meeting Expectations:
470–499

Not Meeting Expectations: 440–469

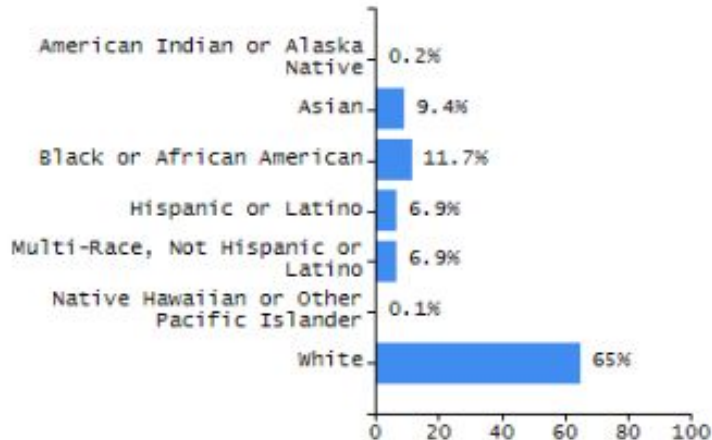
Demographics of Milton



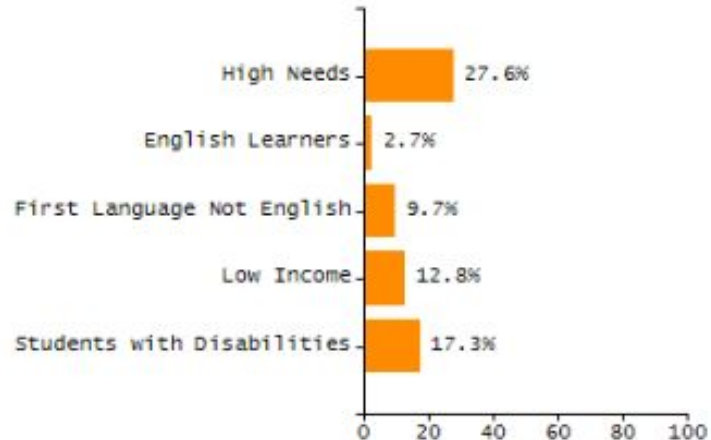
2025-26 Enrollment

District Type	Number of Schools	Enrollment	Grades Served
Public	6	4,358	PK - 12

Student Race and Ethnicity



Selected Populations



Context for MPS



- MPS MCAS scores have been flat overall for several years, similar to other districts across the state
- Accountability data points to general success in relation to peer districts
- For 25-26 and 26-27 school years, the 5 District Priorities were developed from data and have been a focus of:
 - Leadership meetings
 - Professional development days
 - School → department → team → individual focus areas
- Work in future years must address what MPS can do to regain and surpass prior learning outcomes
- State is working on several focus areas to address learning loss
 - Literacy
 - New Graduation Requirements



Bright Spots

- Tucker School
- Grade 5 & 8 Science growth in subgroups
- Grade 8 Math, Science & Civics
- Grade 6 ELA

Areas of Concern

- Lack of recovery from 2019
- Subgroups continue to struggle
- Dips in some scores from 2025 across K-12

[See Appendix for Details](#)



Tucker Highlights

- Annual target percentage increased from 35% in 2025 to 61% in 2026
- High needs subgroup students showed significant progress, moving from 13% to 87% of annual targets and exceeding their achievement targets in ELA, math, and science.
- 78% of Tucker Grade 3 students met or exceeded expectations in Math
- 63% of Tucker Grade 3 students met or exceeded expectations in ELA
- Students with Disabilities and Low-Income students exceeded achievement targets in both ELA and math
- Black/African American students exceeded math achievement target



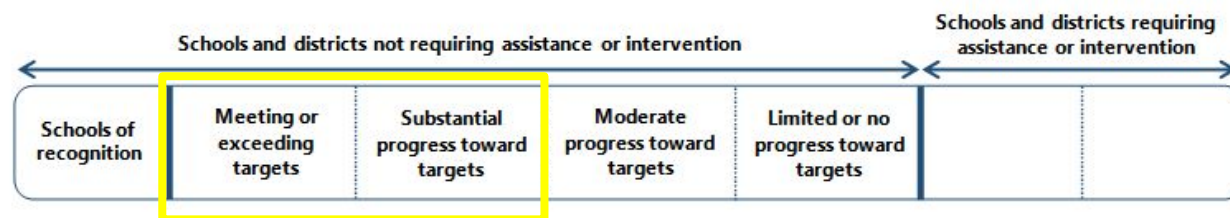
Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:



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

DESE Accountability Determinations

The system sorts schools and districts into categories to recognize success and identify where support is most needed:



Yellow Box = MPS status depending on the school

Progress Toward Improvement Targets: Key Indicators



How DESE measures district and school performance across key components

Achievement

MCAS Performance

Weight:

47.5% (9-12)

67.5% (K-8)

Measures:

Average composite scaled scores (440–560) on MCAS assessments.

Key Goal:

Meet or exceed annual scaled score targets on the Path Forward or Recovery Path.

Student Growth

Year-over-Year Progress

Weight: 22.5%

Measures:

Student Growth Percentiles (SGP) tracking academic progress relative to academic peers.

Key Goal:

Achieve or exceed a mean SGP of 50.0 (Typical/High Growth).

HS Completion

High Schools Only

Weight: 20% (9-12 only)

Measures:

- **4-Year Graduation Rates**
- **Annual Dropout Rate:** % of students in grades 9–12 dropping out.

Key Goal:

Increase graduation rates and reduce annual dropout rates.

Additional Indicators

Engagement & Success

Weight: 10%

Measures:

- **Chronic Absenteeism:** % missing 10%+ days
- **Advanced Coursework:** % 11th & 12th graders completing AP, IB, Dual Enrollment, etc.
- **EL Progress:** English Learners making annual progress

Understanding School Accountability: Overview



1. Overall Classification

All MPS schools are in the top category:

1)Not Requiring Assistance

Schools meeting state expectations or making progress toward goals.

1)Requiring Assistance / Intervention

Triggered by low overall scores, low subgroup performance, high absenteeism, or low graduation rates.

2. Progress Toward Targets

Measuring year-over-year improvement

Meeting / Exceeding 75%–100%

Substantial Progress 50%–74%

Moderate Progress 25%–49%

Limited / No Progress 0%–24%

How to read it:

Milton as a district received **67%** (**substantial progress**). This means as a district, we reached 67% of the state's annual goals across MCAS performance, student growth, high school completion, and attendance rates.

3. Accountability Percentile

Comparing performance statewide relative rank(1-99)

How to read it:

A **95th percentile** means the school performed better than 95% of similar schools across Massachusetts.

Important Notes:

- Reported for **schools only** (not school districts).
- Combines 3 years of performance data.



Overall classification	Not requiring assistance or intervention
Reason for classification	
Substantial progress toward targets	
Progress toward improvement targets	Accountability percentile
51% - Substantial progress toward targets	71

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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Overall progress toward improvement targets

	2025	2026
Annual criterion-referenced target percentage	35%	61%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2025 x 40%) + (2026 x 60%)	51%	
	Substantial progress toward targets	

2026 Points awarded

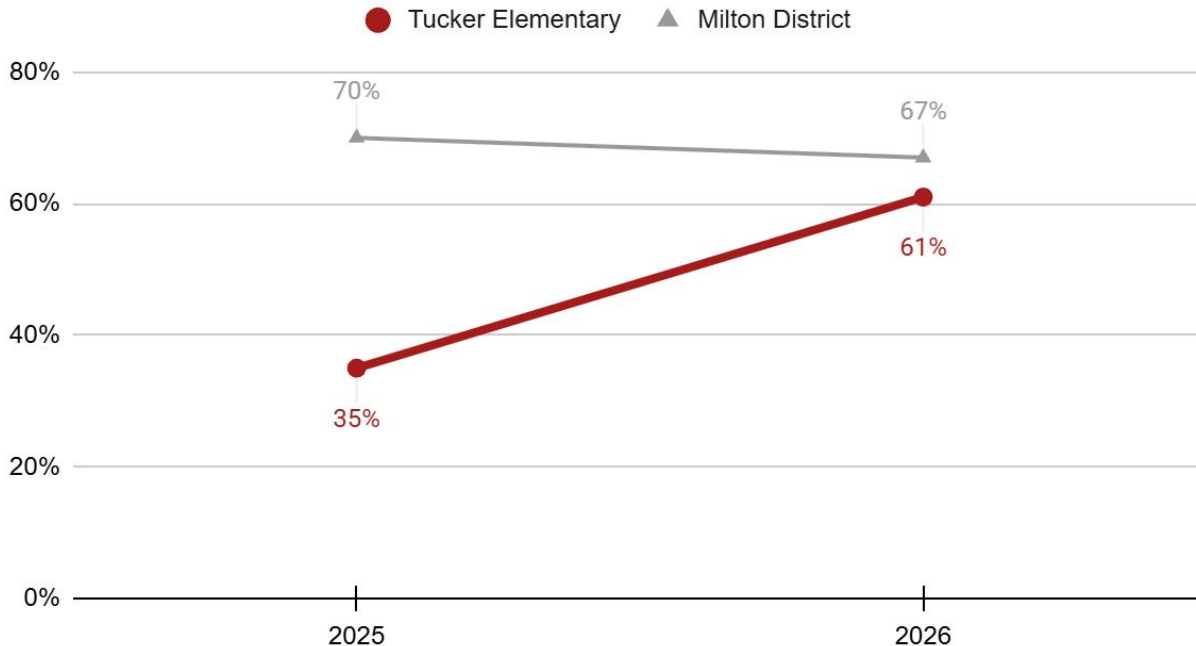
2026 Progress toward improvement targets							
Indicator		All Students (Non-high school grades)			Lowest Performing Students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-
	Mathematics achievement	4	4	-	2	4	-
	Science achievement	2	4	-	-	-	-
	Achievement total	8	12	67.5	4	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	4	4	10.0
Weighted total		6.8	10.3	-	4.2	7.6	-
Percentage of possible points		66%			55%		
2026 Annual criterion-referenced target percentage		61%					

MPS and DESE Accountability Determinations - Tucker



Tucker Leads Accountability Score Growth

Change in Accountability Scores



+26 Percentage Points

35% → 61% Accountability Score

MPS Accountability Determinations



	Overall classification	Cumulative Progress toward improvement targets 2025	Cumulative Progress toward improvement targets 2026	Accountability Percentile 2026 (Performance against similar MA Schools)
Milton	Not requiring assistance or intervention	70%	67% - Substantial progress toward targets	n/a
Collicot	Not requiring assistance or intervention	94%	93% - Meeting or exceeding targets	95
Cunningham	Not requiring assistance or intervention	88%	86% - Meeting or exceeding targets	94
Glover	Not requiring assistance or intervention	84%	90% - Meeting or exceeding targets	95
Tucker	Not requiring assistance or intervention	36%	51% - Substantial progress toward targets	71
Pierce	Not requiring assistance or intervention	67%	62% - Substantial progress toward targets	80
Milton High	Not requiring assistance or intervention	78%	59% - Substantial progress towards meeting targets.	91



MCAS Data District

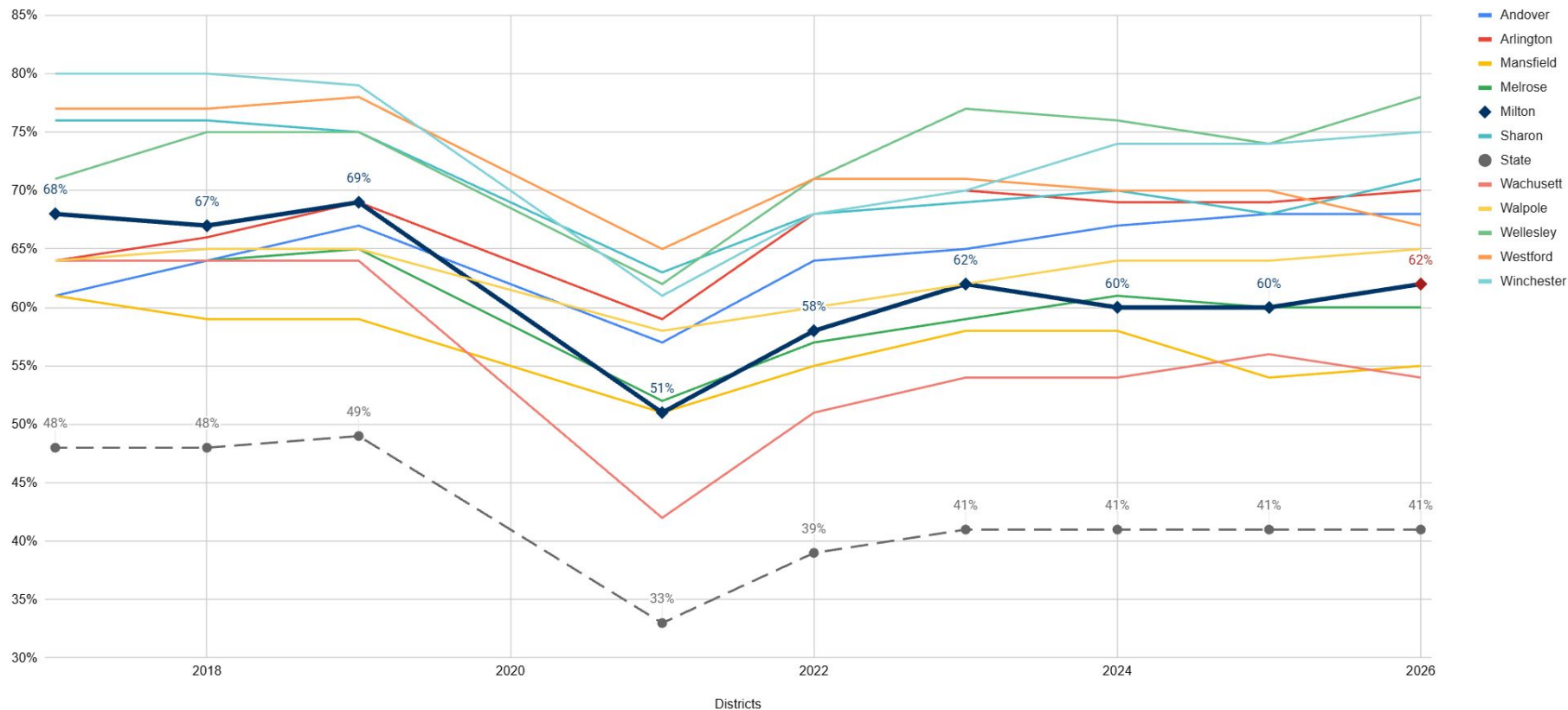


3-8 ELA MCAS Scores - DESE Comparable Districts



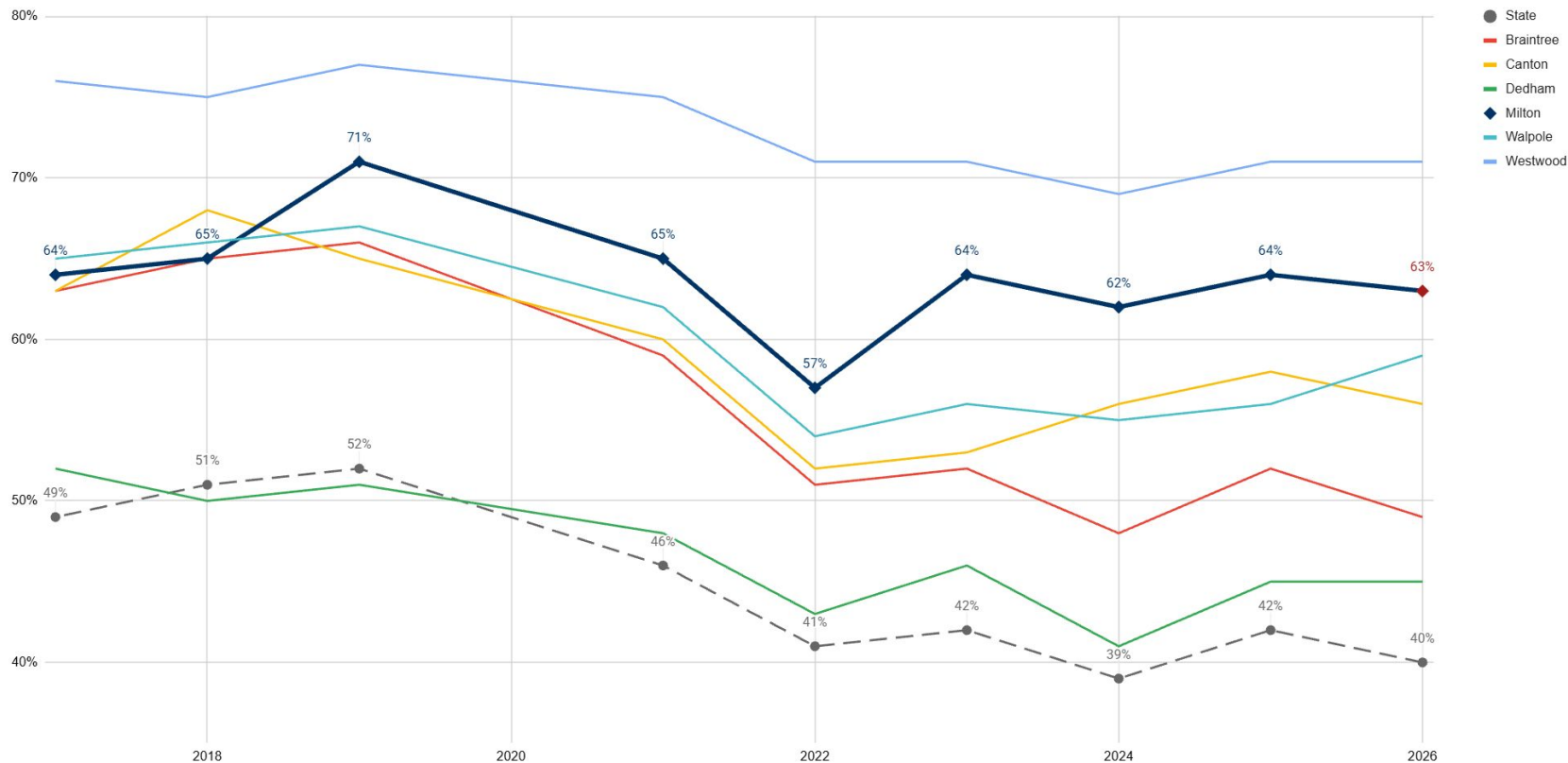
For additional details, click [HERE](#).

3-8 Math MCAS Scores - DESE Comparable Districts



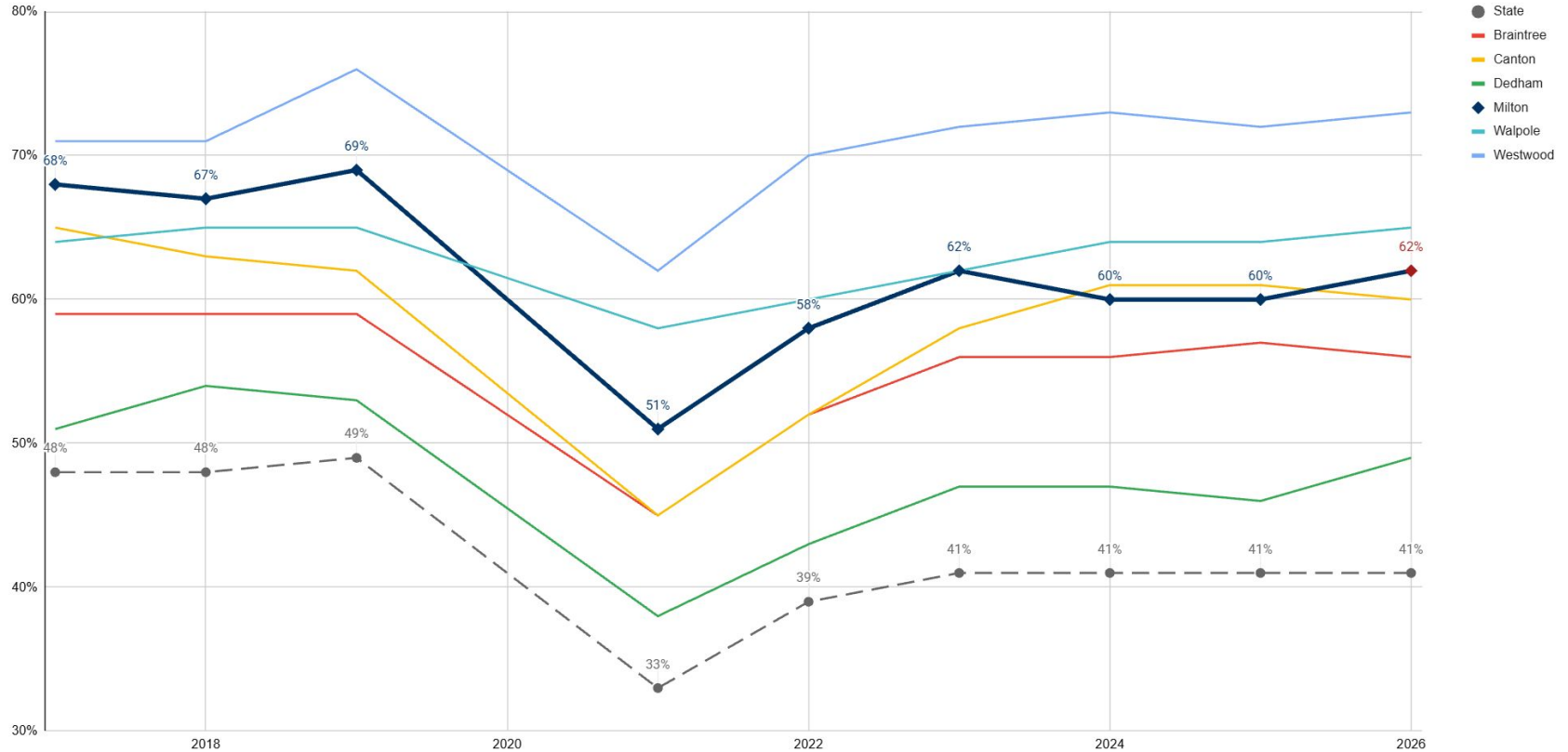
For additional details, click [HERE](#).

3-8 ELA MCAS Scores - Geographic Districts



For additional details, click [HERE](#).

3-8 Math MCAS Scores - Geographic Districts



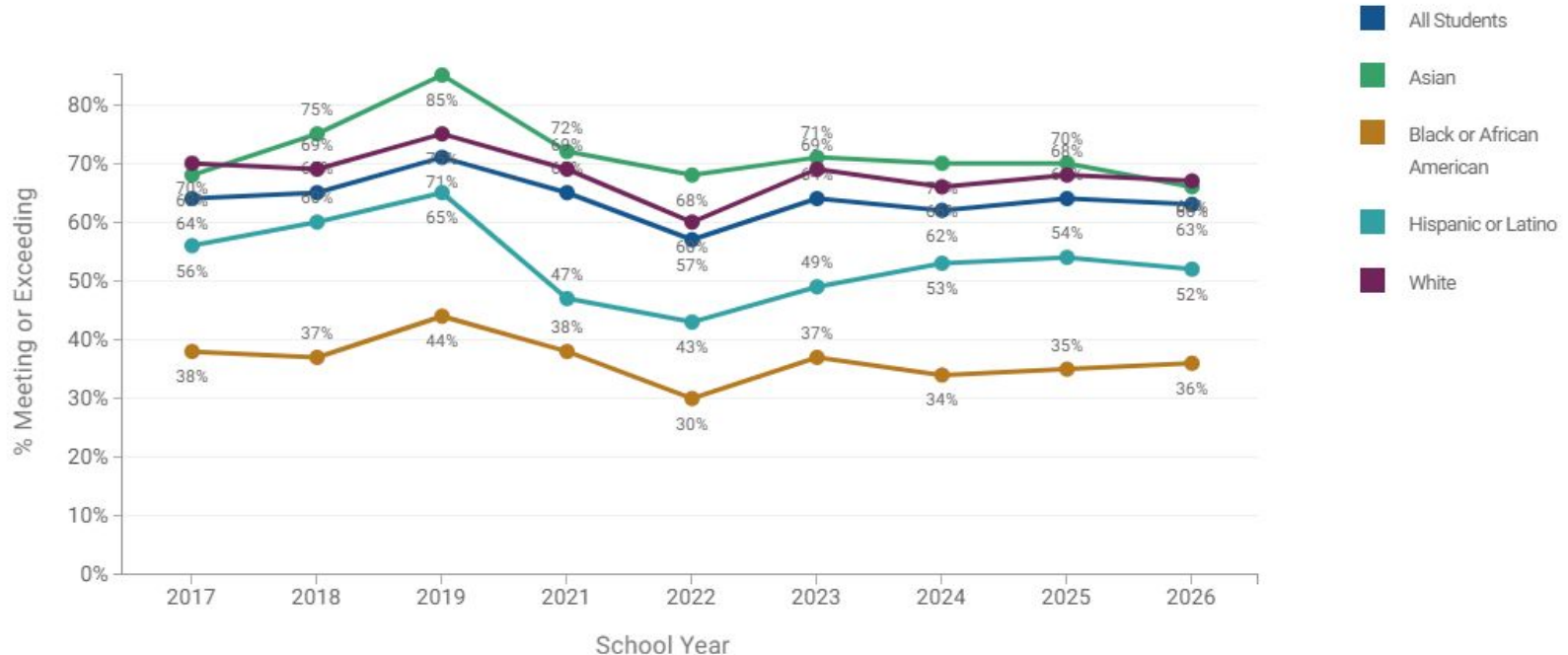
For additional details, click [HERE](#).

Example of District Achievement by Subgroup

Meeting or Exceeding Expectations by Student Group

Percent of students meeting or exceeding expectations for the selected MCAS test

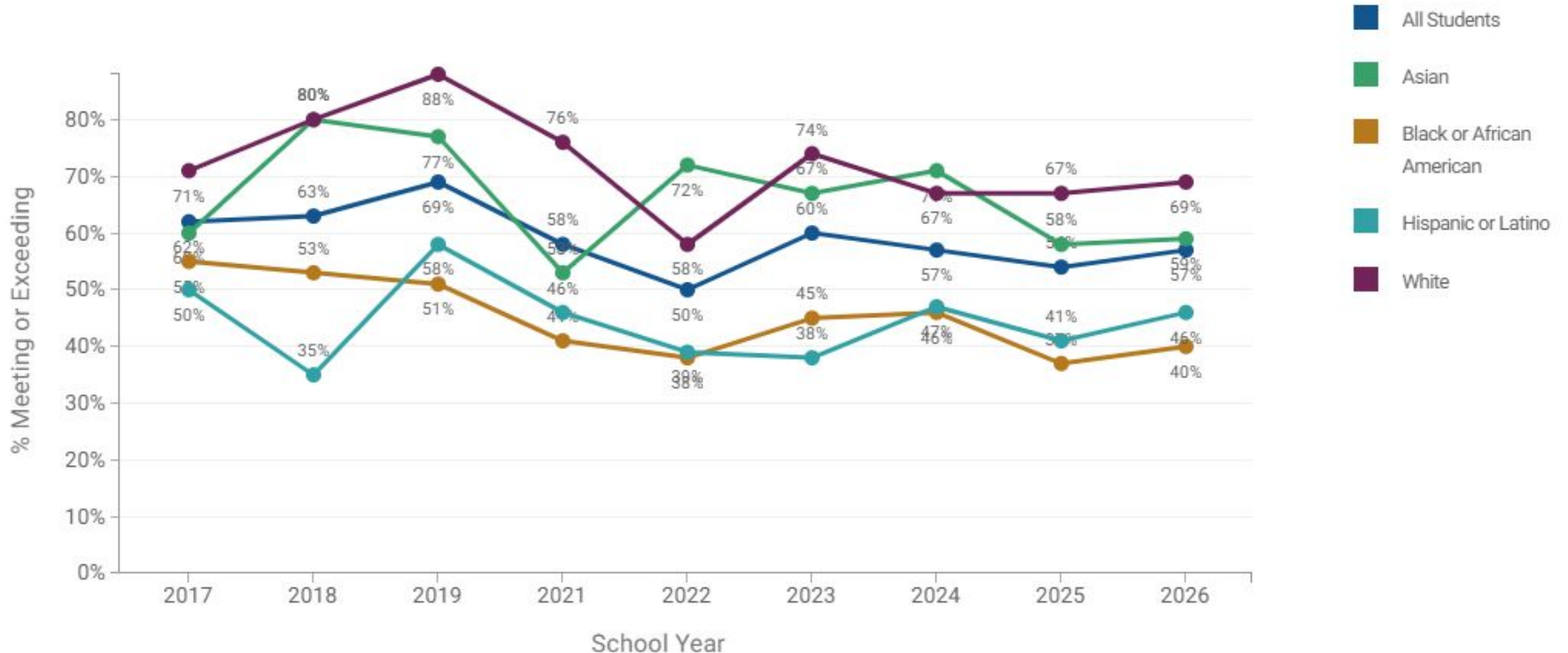
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Example of **Tucker** Achievement by Subgroup

Meeting or Exceeding Expectations by Student Group

Percent of students meeting or exceeding expectations for the selected MCAS test



Current District Wide Approaches



- Prioritize Educator Evaluation System
- Professional Development time focused on MPS priorities, building level work and targeted opportunities for educators and administrators
- Summer curriculum work
- Grow grade level team work to analyze student and item level data
- Building common assessment practices at Pierce
- Building structures and shared understanding of MTSS (Multi Tiered System of Support)
- Bolstering DEIB focus with director, equity leads, DEIB building committees, hiring practices, training
- Elementary Supports
 - Grade Level Facilitators
 - Literacy Team Meetings
 - Common Planning Time
 - Building Based Curriculum Team Meetings
- Principals & Coordinators Meetings
- Learning walks with principals and district leadership
- Review instructional practice and assessment connected to technology/screens



Elementary ELA



In Place

- Tier 1 resources updated and implemented (this year)
- Tier 2 reading interventionists in grades K-5 (9 total)
- Consistent screening 3x/year with district-level, school-level, and class-level analysis
- Literacy Leadership Team to support the consistency, supports, and calibration across the district and grade levels

Review, Reconsider or Try

- Moving towards common, curriculum-based assessments
- Ongoing support for implementing a new Tier 1 curricular resource
- Calibration of instructional techniques related to high achievement
- Paper vs. Screen for instructional practice and assessment
- Supporting the whole child while prioritizing rigorous learning experiences

Middle School ELA



In Place

- MCAS results item analysis, cohort, and teacher level analysis
- Consistent Tier 1 units of study and end of unit common assessment planning
- Tier 2 Reading Strategies course for general education students in need of support
- Grade 8 to 9 transition work to increase stamina and rigor through complex texts

Review, Reconsider or Try

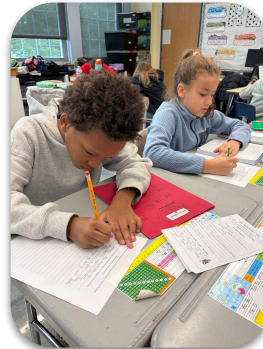
- iReady Inform and how that informs further assessment and support
- Paper vs. Screen for instructional practice and assessment
- Implementing a Common Assessment protocol to analyze both assessment efficacy and next steps for students
- Connection and Peer observation among 8th and 9th grade faculty

Elementary Math



In Place

- High-quality, standard-aligned core curriculum
- Supplemental instructional resources (i-Ready, Amplify Fluency)
- Tier 2 intervention in each building (Co/Cu/Gl = 1 each; Tu = 2)



Review, Reconsider or Try

- Reviewing the role of i-Ready as both a diagnostic and independent digital learning tool, particularly in earlier grade classrooms
- Leveraging CPT model to replicate the work done at the secondary level



Middle School Math



In Place

- High-quality, standard-aligned core curriculum
- Grade-level meetings every cycle that focus on pacing, scope & sequence, common assessments, and analysis of MCAS results (student-level, year-to-year performance/growth, item analysis)

Review, Reconsider or Try

- Using longer, more cumulative standard-aligned assessments to prepare students for MCAS
- Creating a math pathway at Pierce for students who need greater concentration with priority grade-level standards

Elementary Science



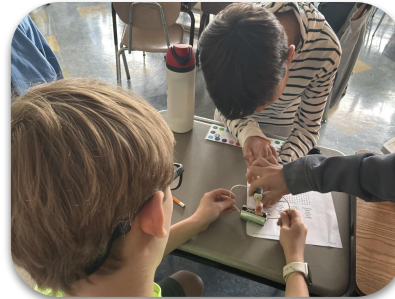
In Place

- Hands-on, inquiry-based curriculum streamlined to focus on essential content
- Implementation plan for DESE local-level STE performance tasks



Review , Reconsider or Try

- Alignment with the literacy curriculum
- Allocation of instructional time for science
- Development and implementation of common assessments



Middle School Science

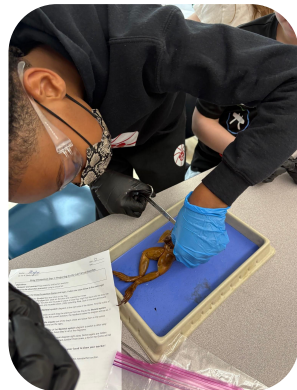


In Place

- Rigorous curriculum integrating standards-based content with science and engineering practices
- Common assessments, both formative (exit tickets) and summative (unit assessments)
- Systems for tracking high-needs student data
- Systems to provide additional support for students who have yet to demonstrate mastery

Review, Reconsider or Try

- Collaboration with special education to better support students on IEPs
- Analysis of 2027 performance on revised STE MCAS to determine areas for growth





Suggested Next Steps - Continue Building

- Continue focus on the 5 District Priorities
- Support emerging Graduation Requirements (competency determination, MyCap)
- Continue Special Education program definition, alignment, and service delivery
- Continue to build robust MTSS K-12 (proactive systems to support all students)
 - ◆ Meeting systems
 - ◆ Data analysis
 - ◆ Evidence-based support
- Continue to build on DEIB work
 - ◆ Build on belonging
 - ◆ Training educators
 - ◆ Hiring and retaining diverse staff



Suggested Next Steps - New

- Consider opportunities for intensive skill development for students (summer, school year)
- Institute a Curriculum Review Cycle
 - ◆ Horizontal and vertical alignment to Mass State Standards
 - ◆ Continue to build common assessments usage K-12
- Consider instructional coaches
- Focus on building shared understanding of strong instructional practices across full leadership. Tie to evaluation calibration.

Appendix

District ELA: Performance Trends



Building	2019 % Meeting/ Exceeding	2022 % Meeting/ Exceeding	2023 % Meeting/ Exceeding	2024 % Meeting/ Exceeding	2025% Meeting/ Exceeding	2026% Meeting/ Exceeding	Change in % Meeting/ Exceeding compared to 2025	MPS Change in % Meeting/ Exceeding compared to 2019
Collicot	75%	68%	75%	71%	71%	64%	-7%	-11%
Cunningham	70%	62%	67%	62%	68%	60%	-8%	-10%
Glover	81%	62%	66%	65%	69%	65%	-4%	-16%
Tucker	69%	50%	60%	57%	54%	57%	3%	-12%
PMS	68%	52%	62%	60%	63%	65%	2%	-3%
MHS	76%	80%	80%	84%	76%	66%	-10%	-10%

Red = decline

Green = improvement

Black = change not meaningful, possibly due to rounding

District Math: Performance Trends



Building	2019 % Meeting/ Exceeding	2022 % Meeting/ Exceeding	2023 % Meeting/ Exceeding	2024 % Meeting/ Exceeding	2025% Meeting/ Exceeding	2026% Meeting/ Exceeding	Change in % Meeting/ Exceeding compared to 2025	MPS Change in % Meeting/ Exceeding compared to 2019
Collicot	68%	70%	76%	73%	70%	67%	-3%	-1%
Cunningham	70%	62%	69%	67%	67%	66%	-1%	-4%
Glover	82%	66%	69%	66%	62%	67%	5%	-15%
Tucker	67%	48%	54%	55%	51%	63%	12%	-4%
PMS	67%	55%	56%	56%	58%	59%	1%	-8%
MHS	76%	74%	74%	75%	72%	68%	-4%	-8%

Red = decline

Green = improvement

Black = change not meaningful, possibly due to rounding



District Science: Performance Trends

Building	2019 % Meeting/ Exceeding	2022 % Meeting/ Exceeding	2023 % Meeting/ Exceeding	2024 % Meeting/ Exceeding	2025 % Meeting/ Exceeding	2026 % Meeting/ Exceeding	Change in % Meeting/ Exceeding compared to 2025	MPS Change in % Meeting/ Exceeding compared to 2019
Collicot	57%	64%	77%	71%	81%	68%	-13%	11%
Cunningham	70%	79%	65%	74%	73%	70%	-3%	0%
Glover	79%	75%	72%	72%	80%	70%	-10%	-9%
Tucker	68%	61%	63%	46%	61%	57%	-4%	-11%
PMS	62%	68%	70%	65%	70%	74%	4%	12%
MHS	N/A	79%	79%	76%	85%	71%	-14%	N/A

Red = decline

Green = improvement

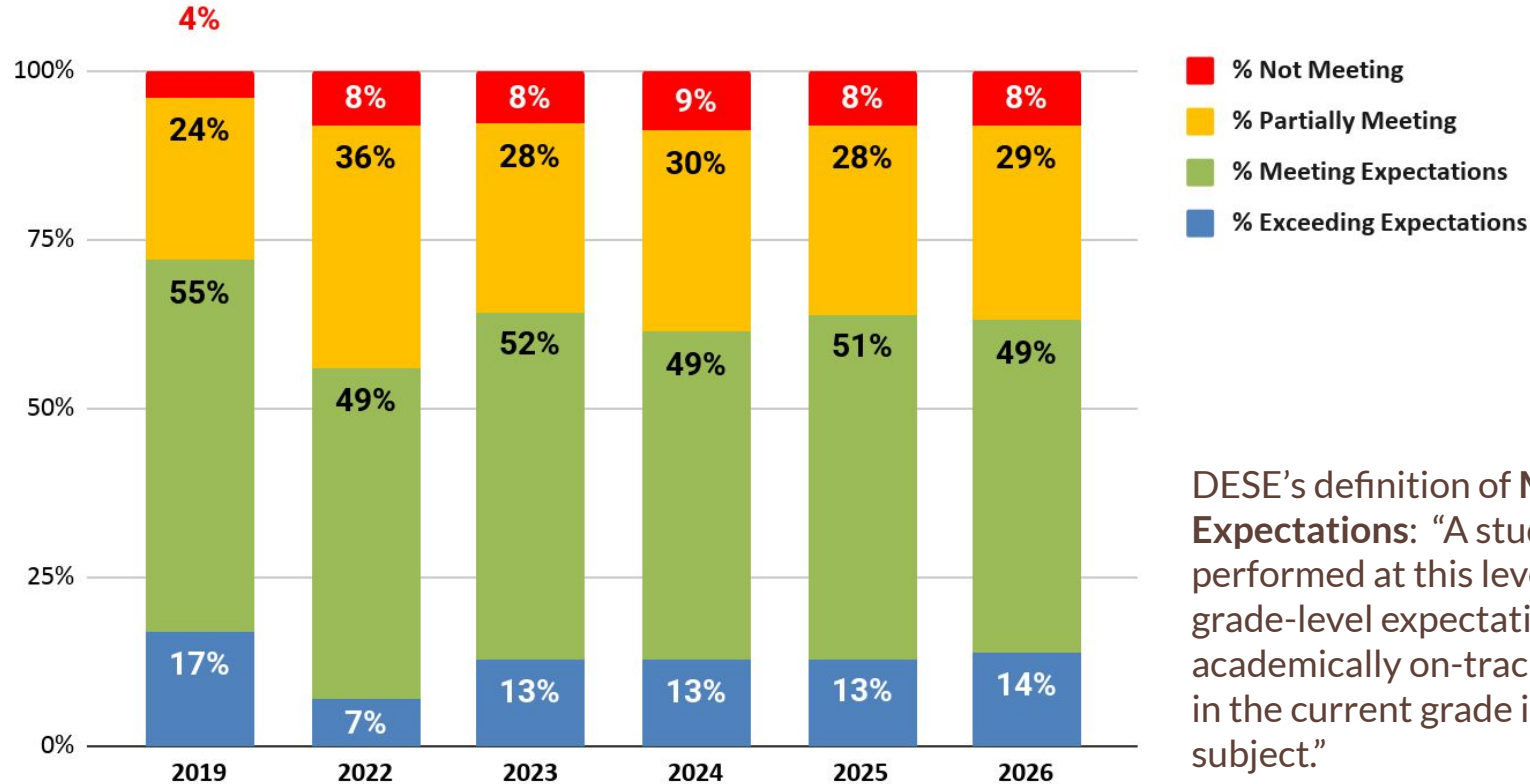
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MCAS Historical Performance District





District ELA MCAS G3-8

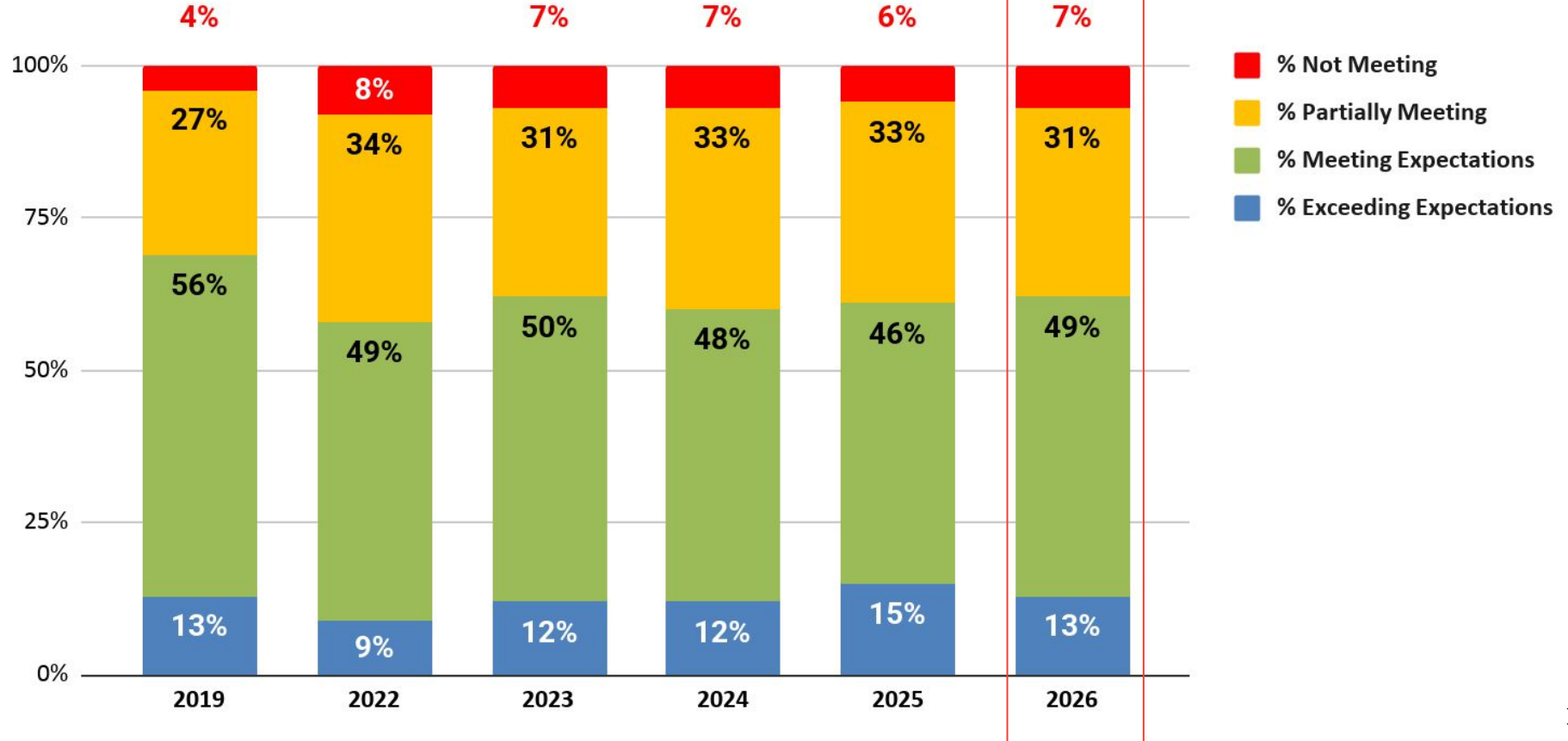


DESE's definition of **Meeting Expectations**: "A student who performed at this level met grade-level expectations and is academically on-track to succeed in the current grade in this subject."

Note: No MCAS testing in 2020 due to Covid-19 pandemic; testing in 2021 (hybrid year) was only 1 session instead of 2; 2022 was the restart of full testing

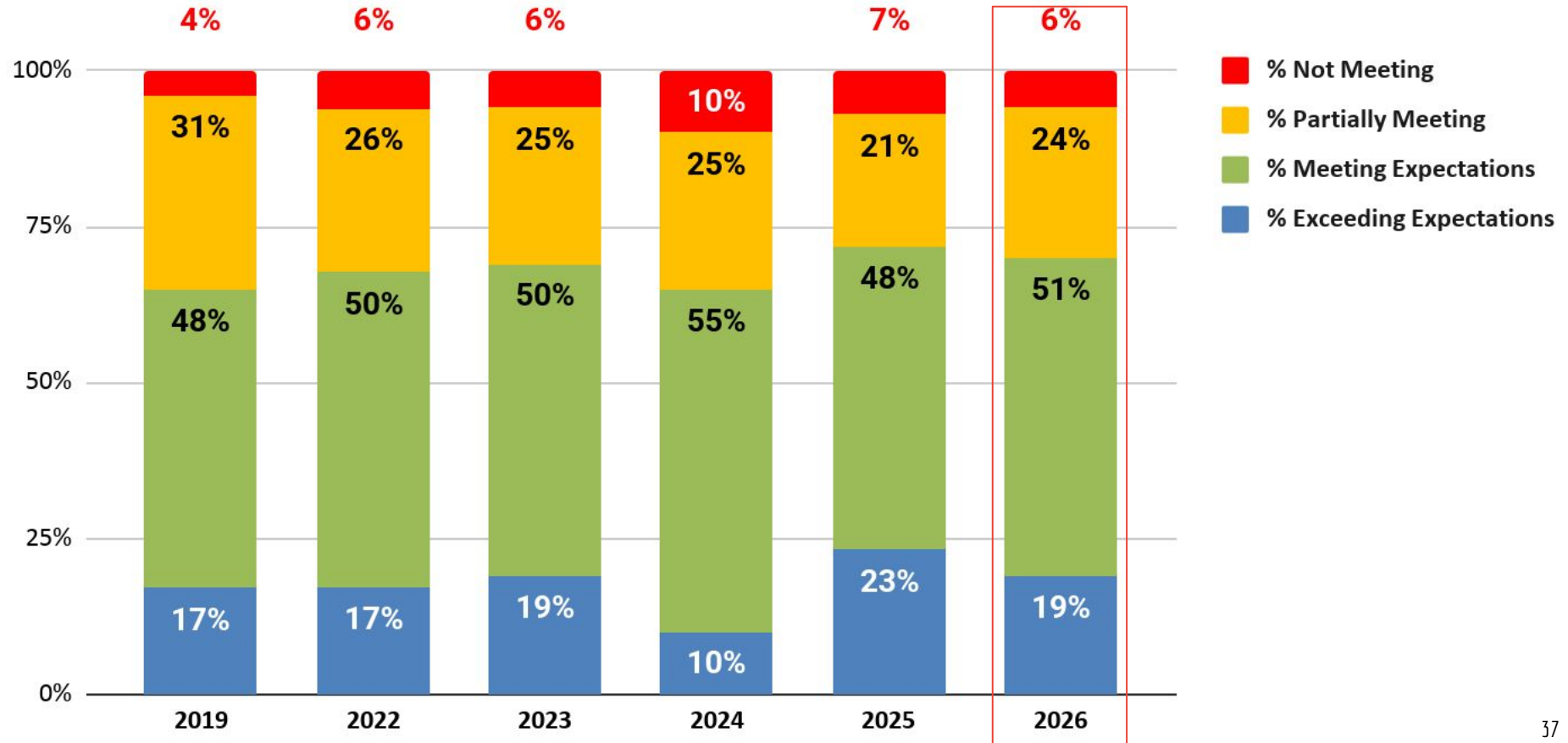


District Math MCAS G3-8





District Science MCAS G5 & G8



District ELA: Performance Trends

Red = decline
Green = improvement
Black = change not meaningful, possibly due to rounding



Milton ELA MCAS Results	2019 % Meeting/ Exceeding	2022 % Meeting/ Exceeding	2023 % Meeting/ Exceeding	2024 % Meeting/ Exceeding	2025 % Meeting/ Exceeding	2026% Meetings/E xceeding	MPS Change in % Meeting/ Exceeding compared to 2025	State Change in % Meeting/ Exceeding compared to 2025	MPS Change in % Meeting/ Exceeding compared to 2019	State Change in % Meeting/ Exceeding compared to 2019
G3 ELA	75	58	71	66	59	62	3	1	-13	-13
G4 ELA	79	59	58	65	70	58	-12	-2	-21	-14
G5 ELA	68	66	71	61	68	65	-3	0	-3	-14
G6 ELA	75	58	64	63	60	67	7	-1	-8	-12
G7 ELA	65	49	60	55	66	57	-9	-2	-8	-8
G8 ELA	61	47	57	58	59	66	7	-2	5	-10
G10 ELA	76	80	77	81	74	65	-9	-5	-11	-15

District Math: Performance Trends

Red = decline
 Green = improvement
 Black = change not meaningful, possibly due to rounding



Milton Math MCAS Results	2019 % Meeting/ Exceeding	2022 % Meeting/ Exceeding	2023 % Meeting/ Exceeding	2024 % Meeting/ Exceeding	2025 % Meeting/ Exceeding	2026% Meetings/ Exceeding	MPS Change in % Meeting/ Exceeding compared to 2025	State Change in % Meeting/ Exceeding compared to 2025	MPS Change in % Meeting/ Exceeding compared to 2019	State Change in % Meeting/ Exceeding compared to 2019
G3 Math	60	53	62	63	57	62	5	-2	2	-7
G4 Math	80	70	69	69	70	66	-4	0	-14	-7
G5 Math	74	63	69	64	65	69	4	0	-5	-8
G6 Math	67	51	58	58	59	61	2	1	-6	-10
G7 Math	65	58	56	58	64	51	-13	-1	-14	-10
G8 Math	66	51	51	46	48	62	14	4	-4	-4
G10 Math	74	73	71	74	72	67	-5	-1	-7	-15

District Science: Performance Trends



Red = decline

Green = improvement

Black = change not meaningful, possibly due to rounding

Milton Science MCAS Results	2019 % Meeting/ Exceeding	2022 % Meeting/ Exceeding	2023 % Meeting/ Exceeding	2024 % Meeting/ Exceeding	2025 % Meeting/ Exceeding	2026% Meetings/ Exceeding	MPS Change in % Meeting/ Exceeding compared to 2024	State Change in % Meeting/ Exceeding compared to 2024	MPS Change in % Meeting/ Exceeding compared to 2019	State Change in % Meeting/ Exceeding compared to 2019
G5 Science	68	69	69	67	74	67	-7	-3	-1	-6
G8 Science	62	65	69	63	67	74	7	2	12	-7
G10 Science*	legacy	78	77	74	84	68	-16	-5	n/a	n/a

Student Groups Performance





Student Groups Performance

- In **almost every student group** in every content area, **Milton's students perform better than the state**. In many cases, it's a double digit difference.
- **Historical differences still exist between the performance of various student groups within the district**. The district remains focused on improving the outcomes of these priority student groups - Students with Disabilities, English Learners, Low Income , African American/Black and Hispanic/Latino students.

Student Groups, 2026

(Percentage of students meeting/exceeding expectations)

Green highlight = double
digit difference over state
Yellow highlight = below
state



Subgroups	G3-8 ELA		G3-8 Math		G5 & G8 Science		G10 ELA		G10 Math		G10 Science	
	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State
Students w/ disabilities	17%	11%	20%	12%	29%	14%	19%	12%	15%	11%	17%	13%
EL and former EL	7%	18%	47%	22%	47%	18%	-	11%	-	13%	-	10%
Low Income	32%	21%	30%	21%	43%	21%	35%	27%	32%	23%	36%	21%
African Am/Black	36%	25%	34%	22%	47%	22%	38%	29%	24%	25%	35%	22%
Asian	66%	62%	74%	71%	82%	65%	77%	72%	91%	78%	96%	71%
Hispanic/Latino	52%	21%	47%	21%	53%	21%	36%	26%	38%	23%	47%	20%
Multi-Race	72%	49%	72%	48%	78%	49%	100%	53%	91%	50%	91%	47%
White	67%	48%	65%	49%	73%	50%	72%	53%	76%	53%	74%	49%
All Students	63%	40%	62%	41%	70%	41%	65%	46%	67%	44%	68%	41%

Performance Change % in Meeting/Exceeding Expectations (2025 vs 2026)

Green highlight = double
digit difference over state
Yellow highlight = below
state



Student Groups	G3-8 ELA		G3-8 Math		G5 & G8 Science		G10 ELA		G10 Math		G10 Science	
	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State
Students w/ disabilities	-4%	-1%	-1%	0%	3%	-2%	-30%	-4%	-3%	-2%	-33%	-2%
EL and former EL	-26%	-1%	1%	1%	-4%	1%	N/A	-1%	N/A	0%	N/A	-2%
Low Income	-2%	-2%	1%	0%	2%	0%	-11%	-4%	-21%	-1%	-33%	-3%
African Am/Black	1%	-1%	7%	0%	8%	1%	-22%	-6%	-22%	-1%	-31%	-4%
Asian	-4%	-3%	1%	0%	11%	0%	8%	-4%	7%	0%	11%	-4%
Hispanic/Latino	-2%	-1%	-6%	1%	-20%	1%	-11%	-5%	-12%	0%	-29%	-3%
Multi-Race	-2%	0%	0%	0%	-7%	-1%	34%	-2%	N/A	2%	28%	-2%
White	-1%	-2%	1%	0%	-4%	-1%	-9%	-6%	-2%	0%	-15%	-6%
All Students	-1%	-1%	1%	0%	-1%	-1%	-9%	-5%	-5%	-1%	-15%	-5%

Performance Change % in Meeting/Exceeding Expectations (2019 vs 2026)

Green highlight = improvement
Yellow highlight = double digit
reduction compare to state



Student Groups	G3-8 ELA		G3-8 Math		G5 & G8 Science		G10 ELA		G10 Math		G10 Science* MCAS 2.0 in 2022	
	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State	MPS	State
Students w/ disabilities	-6%	-5%	-3%	-3%	10%	-3%	-2%	-10%	5%	-8%	-28%	-2%
EL and former EL	-54%	-14%	-11%	-9%	-3%	-4%	N/A	-8%	N/A	-10%	N/A	-3%
Low Income	-12%	-12%	-9%	-8%	16%	-5%	-9%	-12%	-18%	-12%	-14%	-5%
African Am/Black	-9%	-9%	-5%	-5%	11%	-2%	-14%	-9%	-22%	-10%	-25%	-2%
Asian	-19%	-10%	-12%	-5%	3%	-2%	-10%	-5%	-9%	-5%	7%	2%
Hispanic/Latino	-13%	-12%	-5%	-8%	2%	-4%	-35%	-10%	-19%	-11%	-25%	-3%
Multi-Race	-7%	-7%	-2%	-3%	8%	-1%	17%	-13%	7%	-10%	19%	-4%
White	-8%	-11%	-10%	-7%	2%	-6%	-11%	-17%	-7%	-13%	-7%	-7%
All Students	-9%	-12%	-7%	-8%	5%	-6%	-11%	-15%	-8%	-14%	-10%	-6%



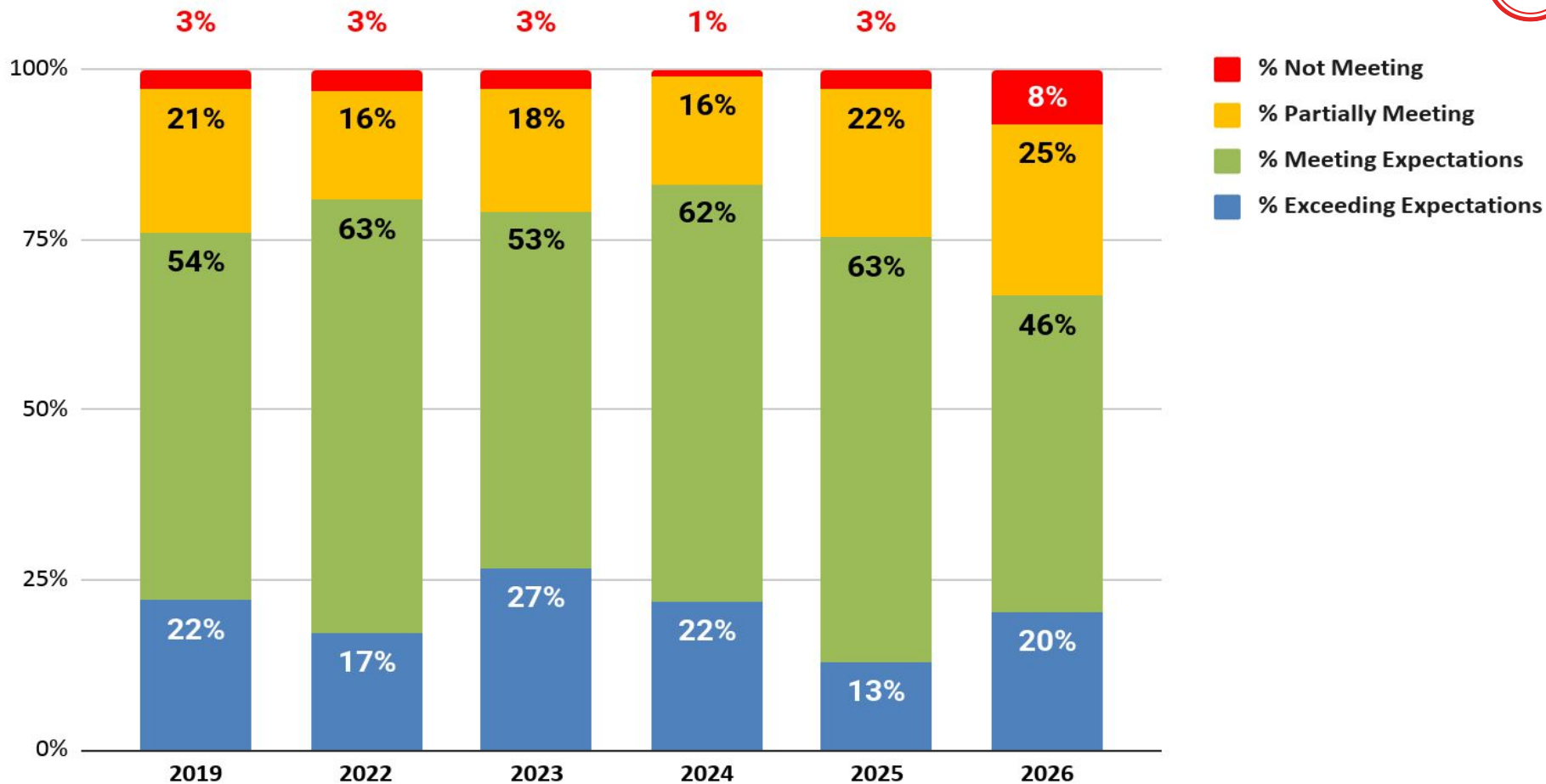
MCAS Historical Performance

Milton High School

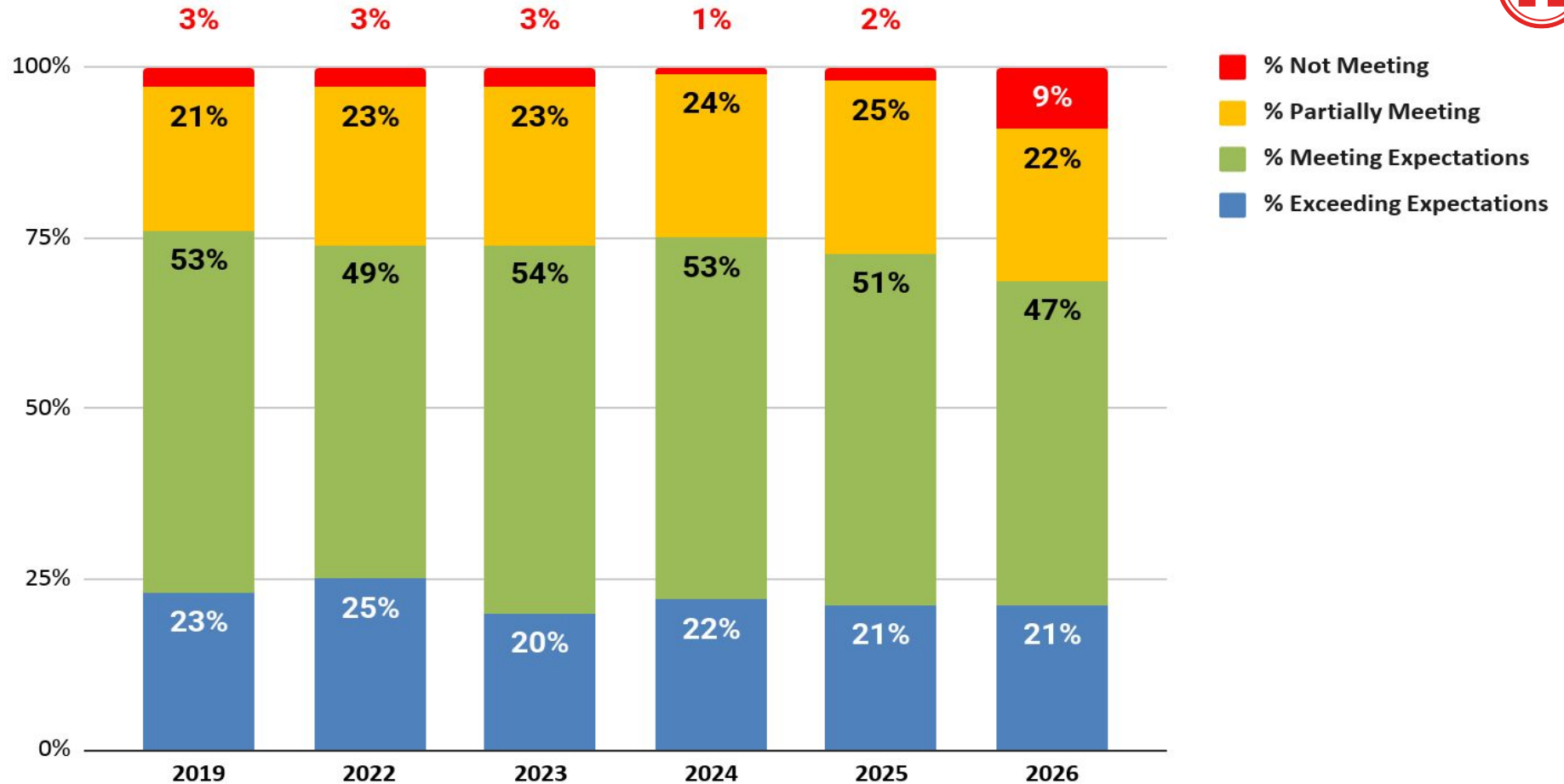
Notable Change:

1. Biology MCAS shows an **increase** in percent Meeting (4%) or Exceeding Expectations (1%).
2. ELA (-10%), Math (-4%), and 10th Grade Science (-14%) all show a **reduction** in percent Meeting or Exceeding Expectations when compared to last year's results.
3. ELA had a 17% **reduction** in Meeting Expectations, with a 7% **increase** in Exceeding Expectations but a 5% **increase** in Not Meeting.
4. 10th Grade Science saw a 7% **reduction** in both Exceeding Expectations and Meeting Expectations.
5. Math had a 4% **reduction** in Meeting Expectations and a 7% **increase** in Not Meeting

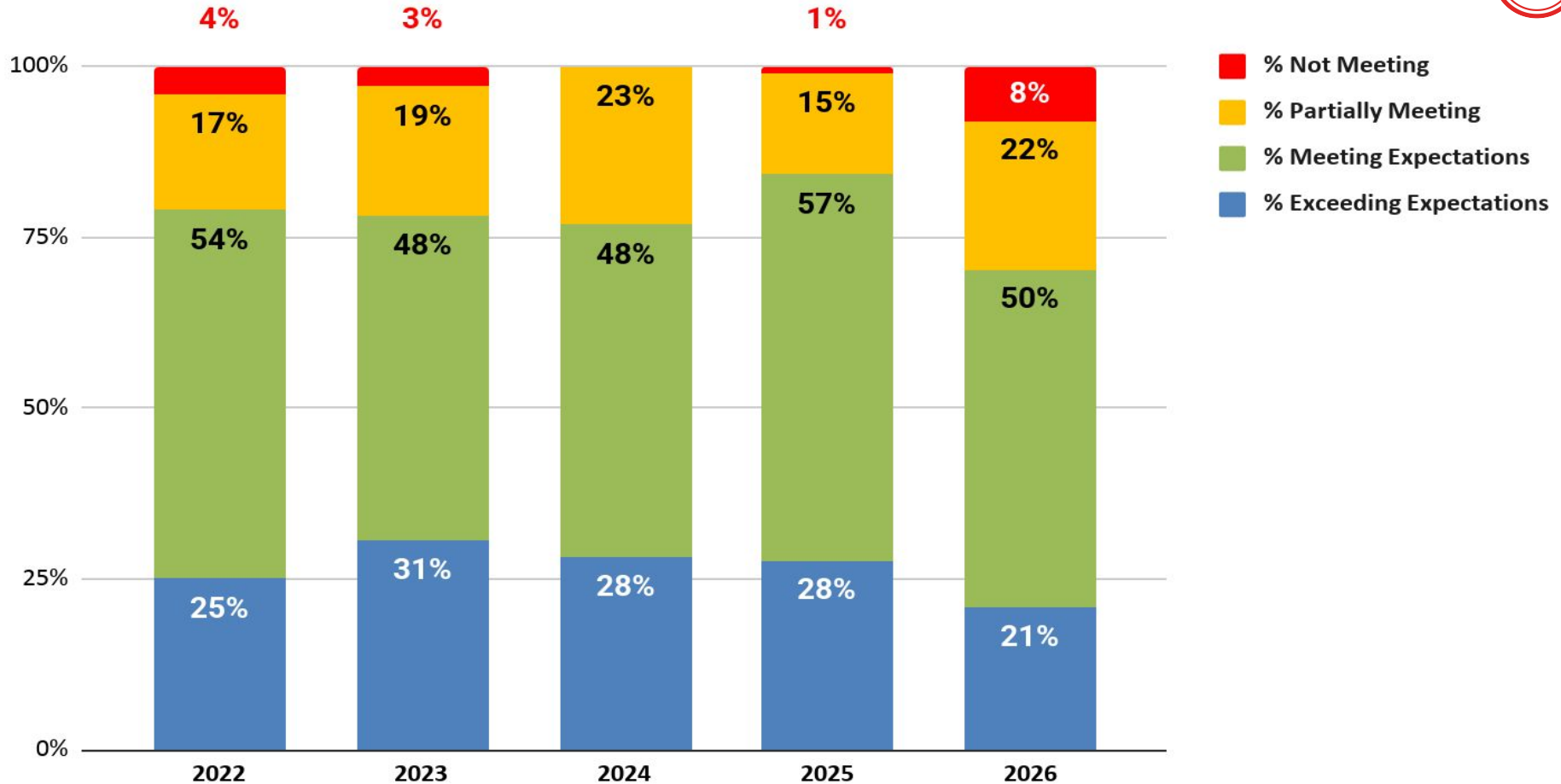
MHS ELA MCAS G10



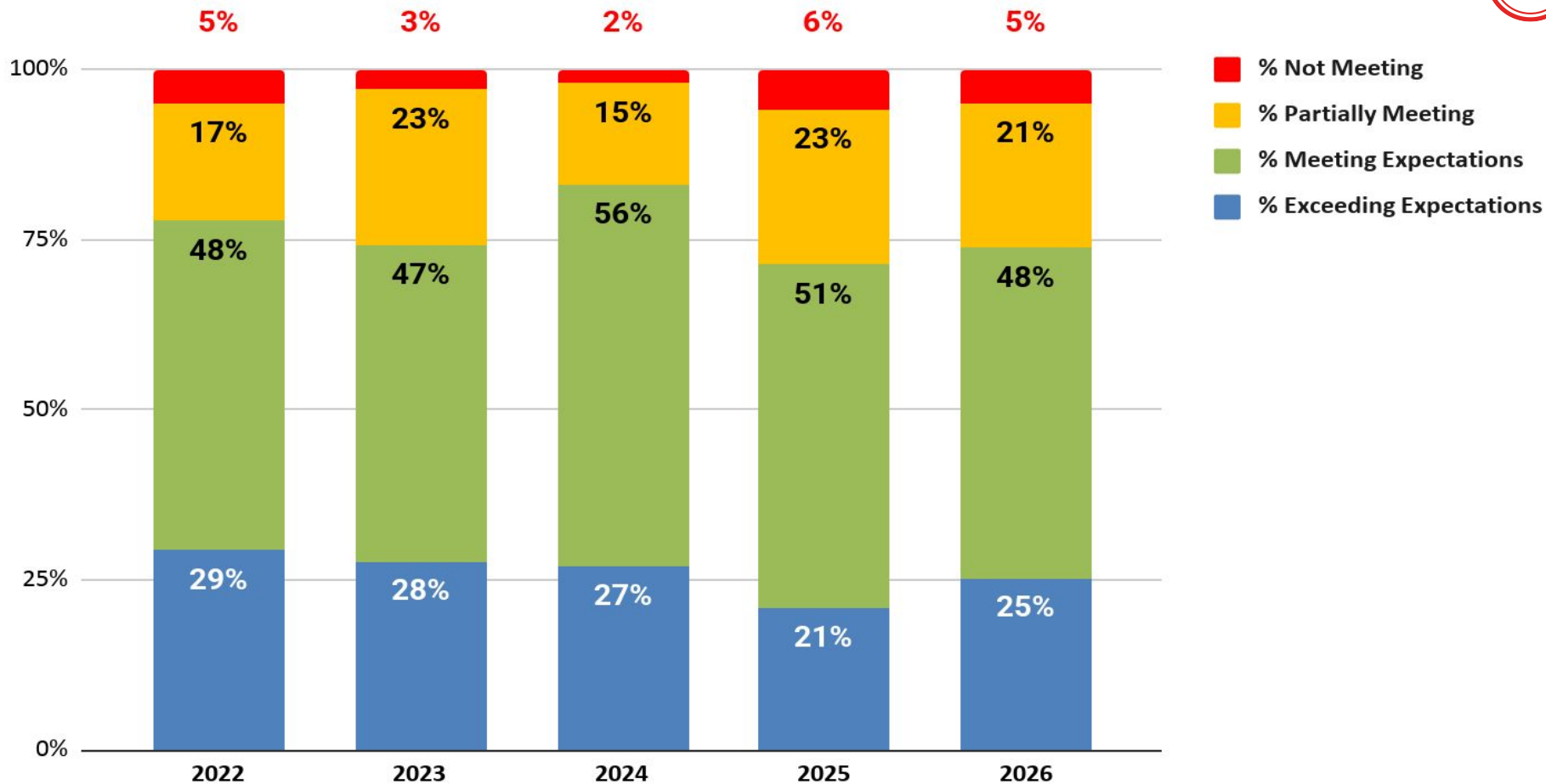
MHS Math MCAS G10



MHS Science MCAS G10



MHS Biology MCAS G9





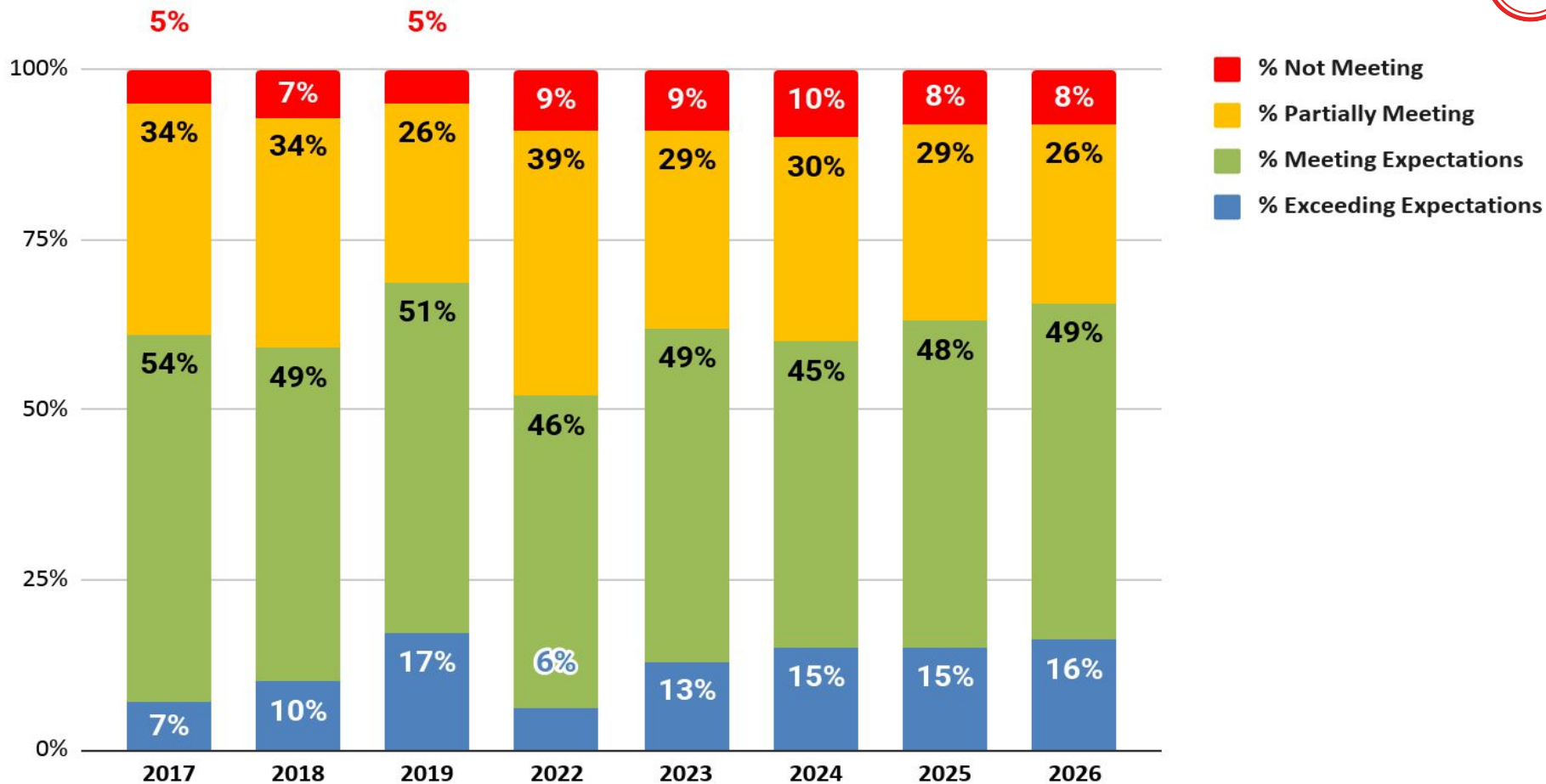
MCAS Historical Performance

Pierce Middle School

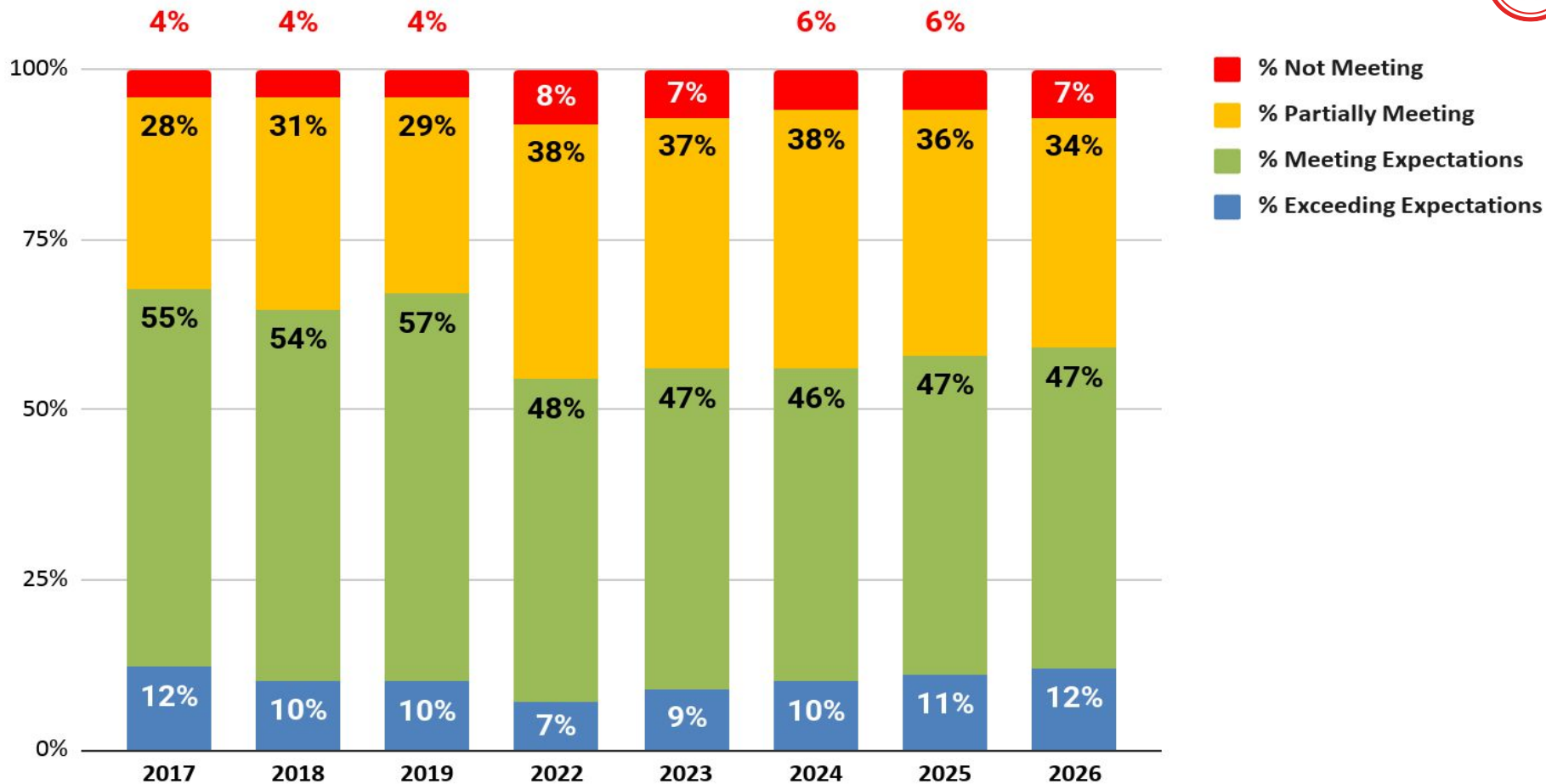
Notable Change:

1. ELA (2%), Math (1%), Science (4%) and Civics (11%) all show an ***increase*** in percent Meeting or Exceeding Expectations when compared to last year's results.
2. Civics shows an ***increase*** of 5% in Exceeding Expectations and 6% in Meeting Expectations, with a 10% ***reduction*** in partially meeting.

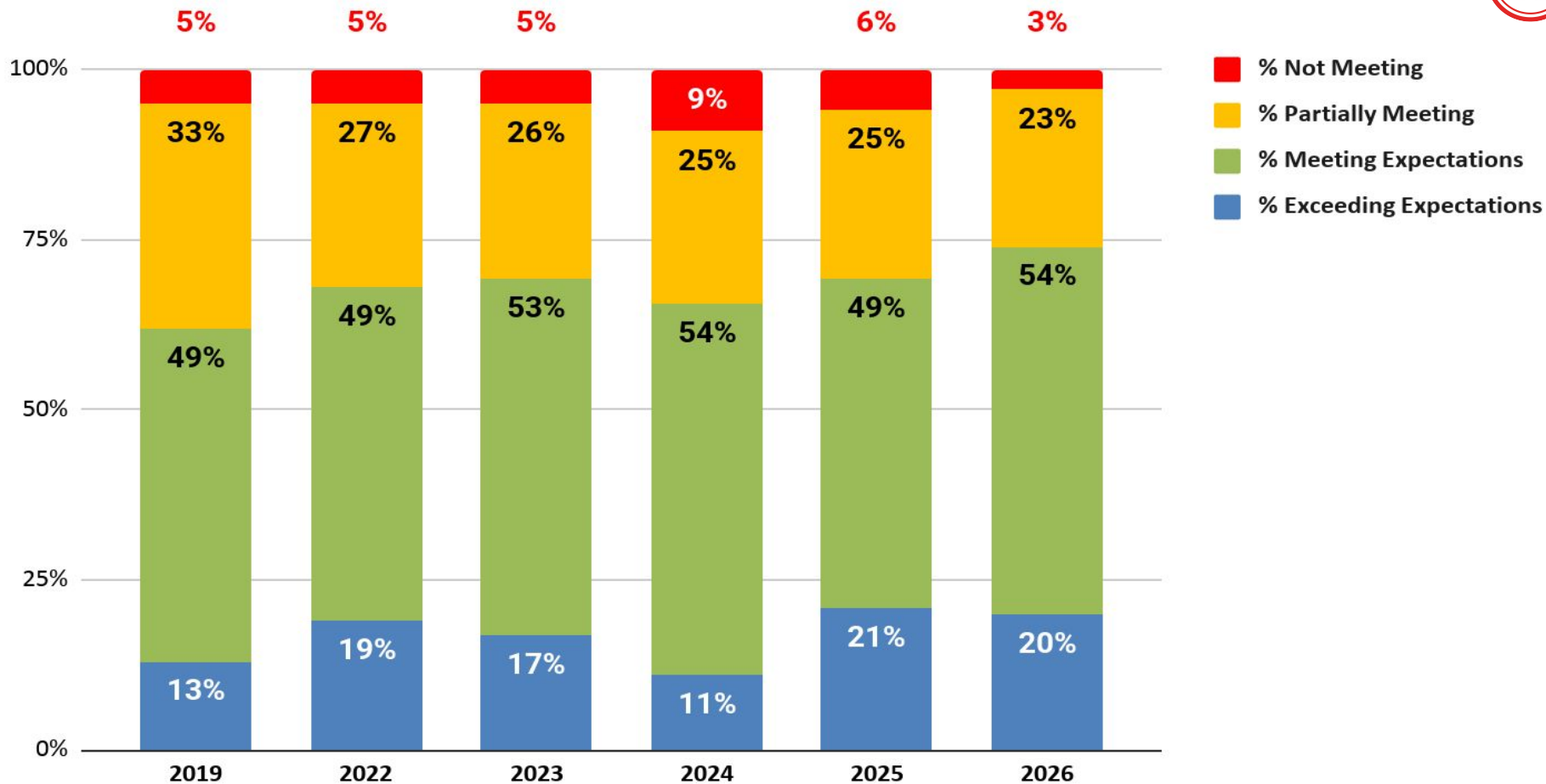
Pierce Middle ELA MCAS G6-8



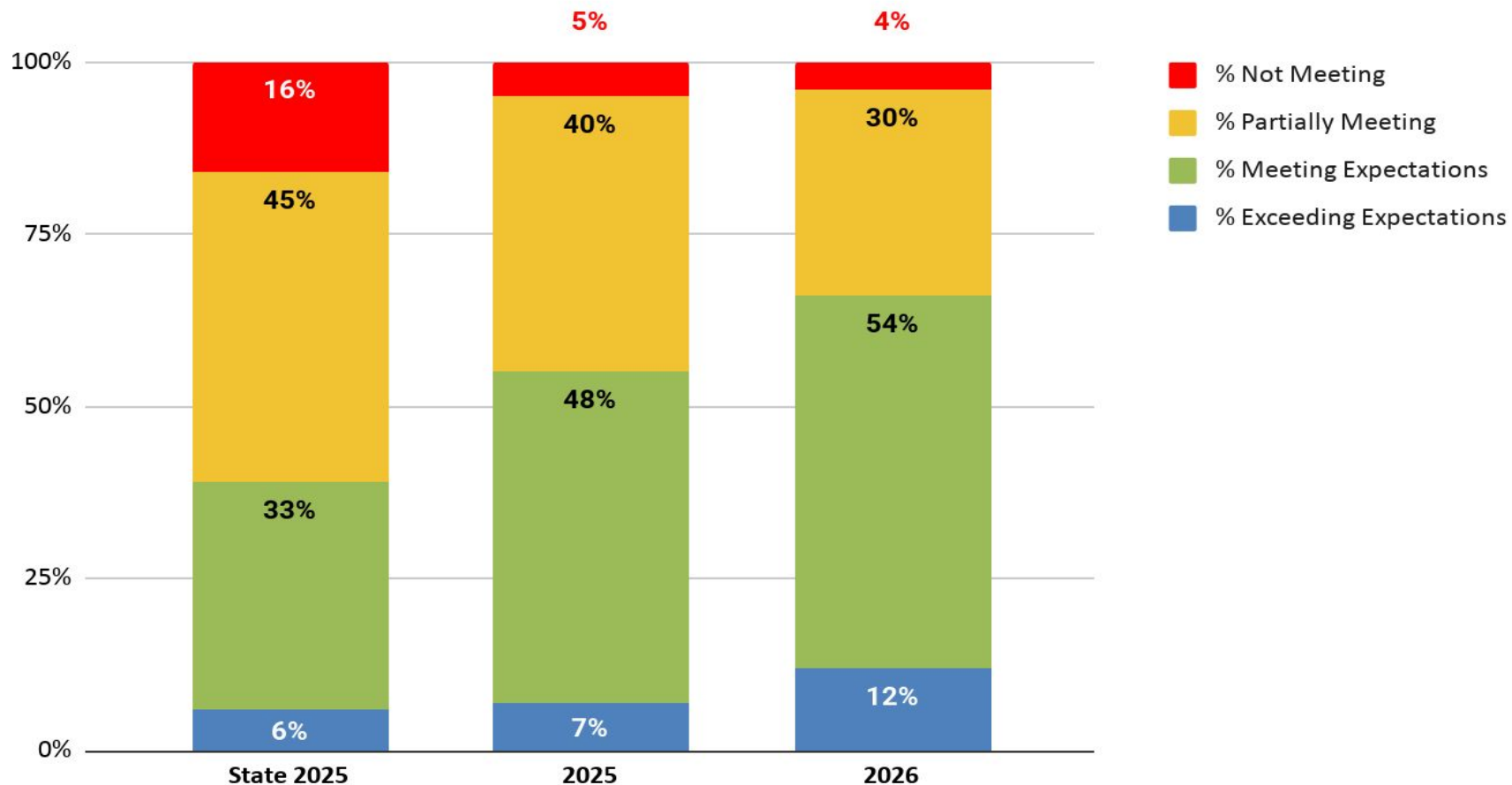
Pierce Middle Math MCAS G6-8



Pierce Middle Science MCAS G8



Pierce Middle Civics MCAS G8



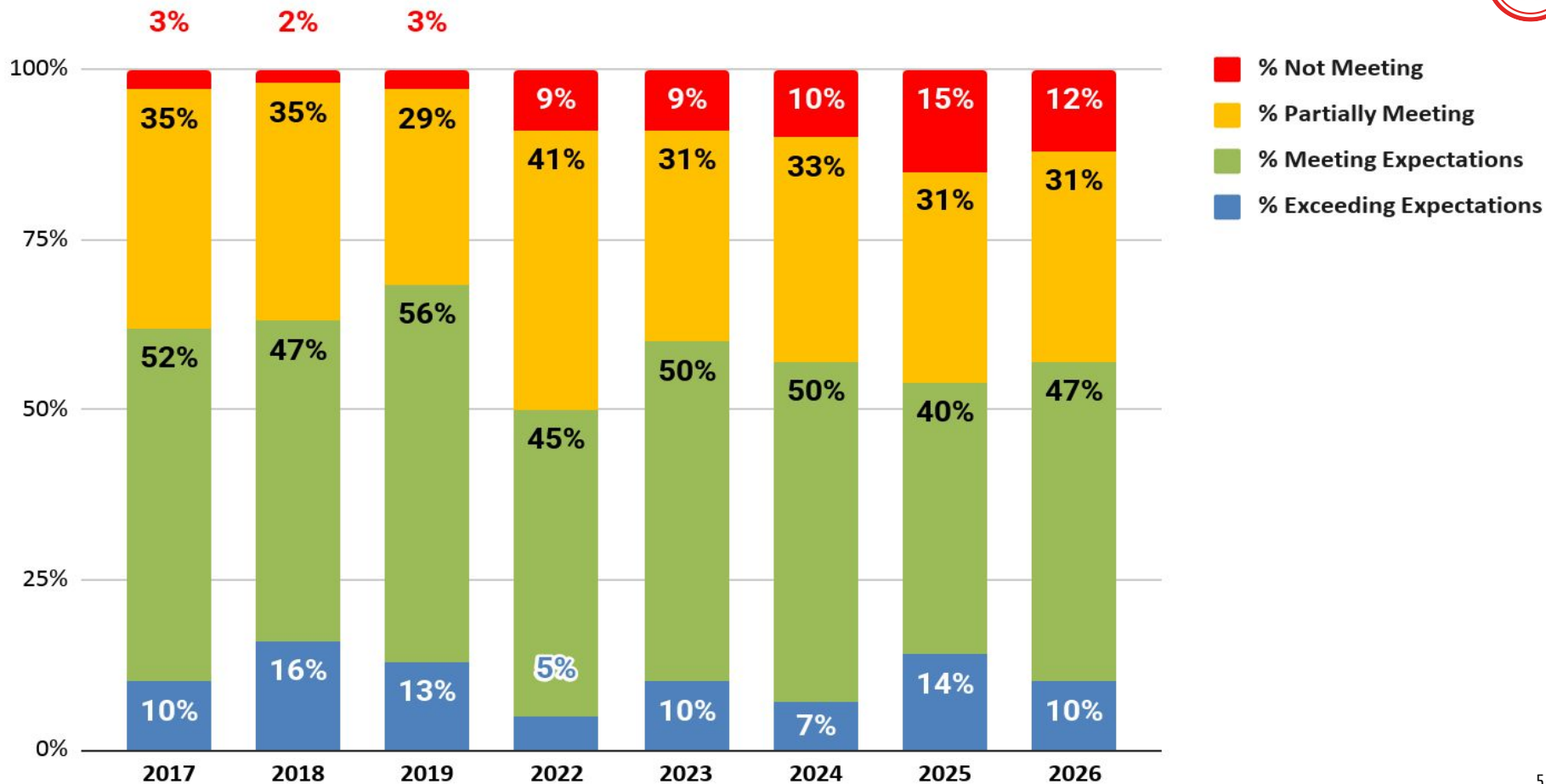


MCAS Historical Performance Tucker

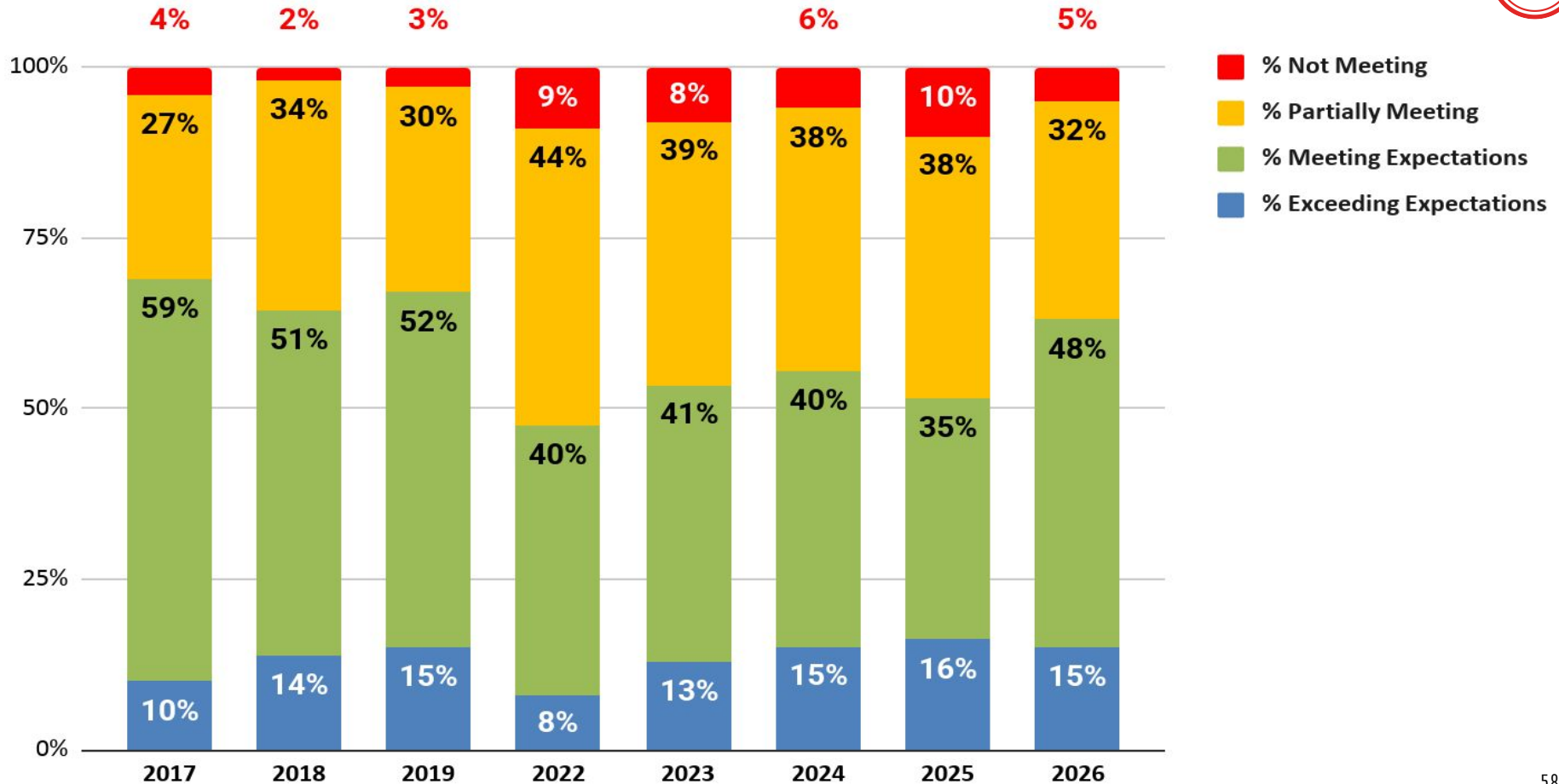
Notable Change:

1. ELA (3%) and Math (10%) show an **increase** in percent Meeting or Exceeding Expectations when compared to last year's results
2. Science shows a 4% **decrease** in Meeting or Exceeding Expectations, but there was a 5% **increase** in Exceeding Expectations from last year and a 6% **decrease** in Not Meeting Expectations. The decrease is because of a 9% **decrease** in Meeting Expectations.

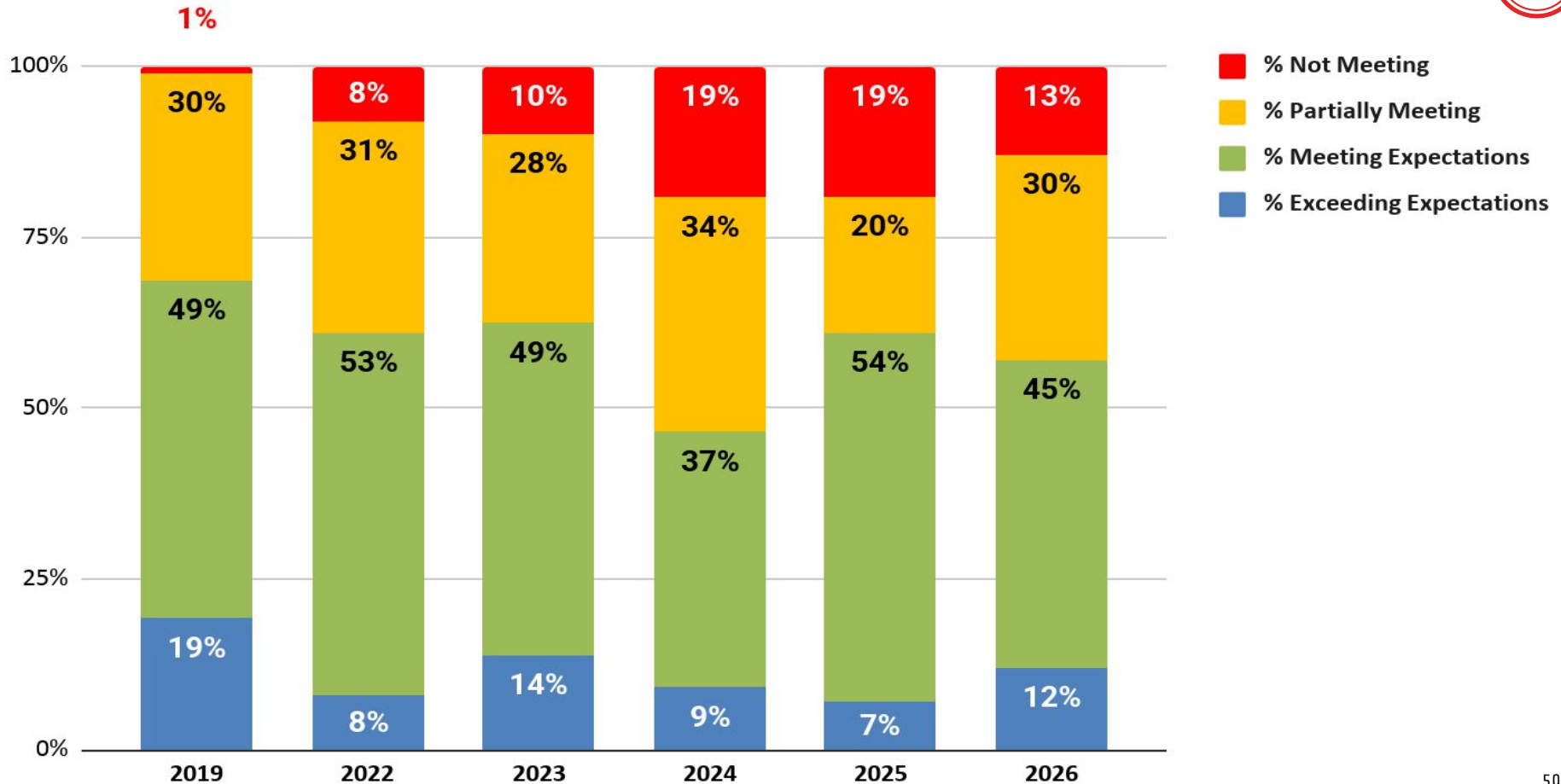
Tucker ELA MCAS G3-5



Tucker Math MCAS G3-5



Tucker Science MCAS G5



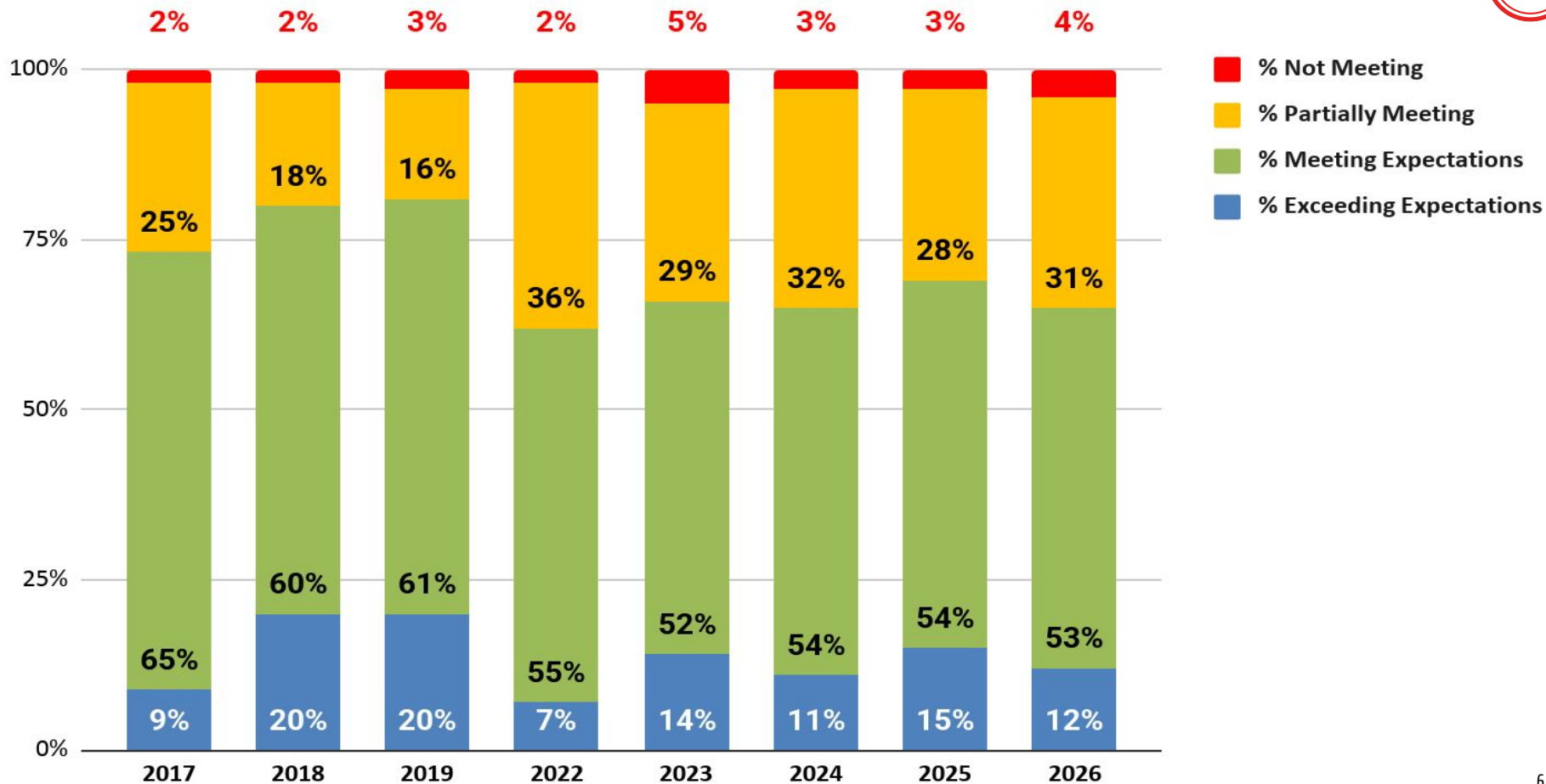


MCAS Historical Performance Glover

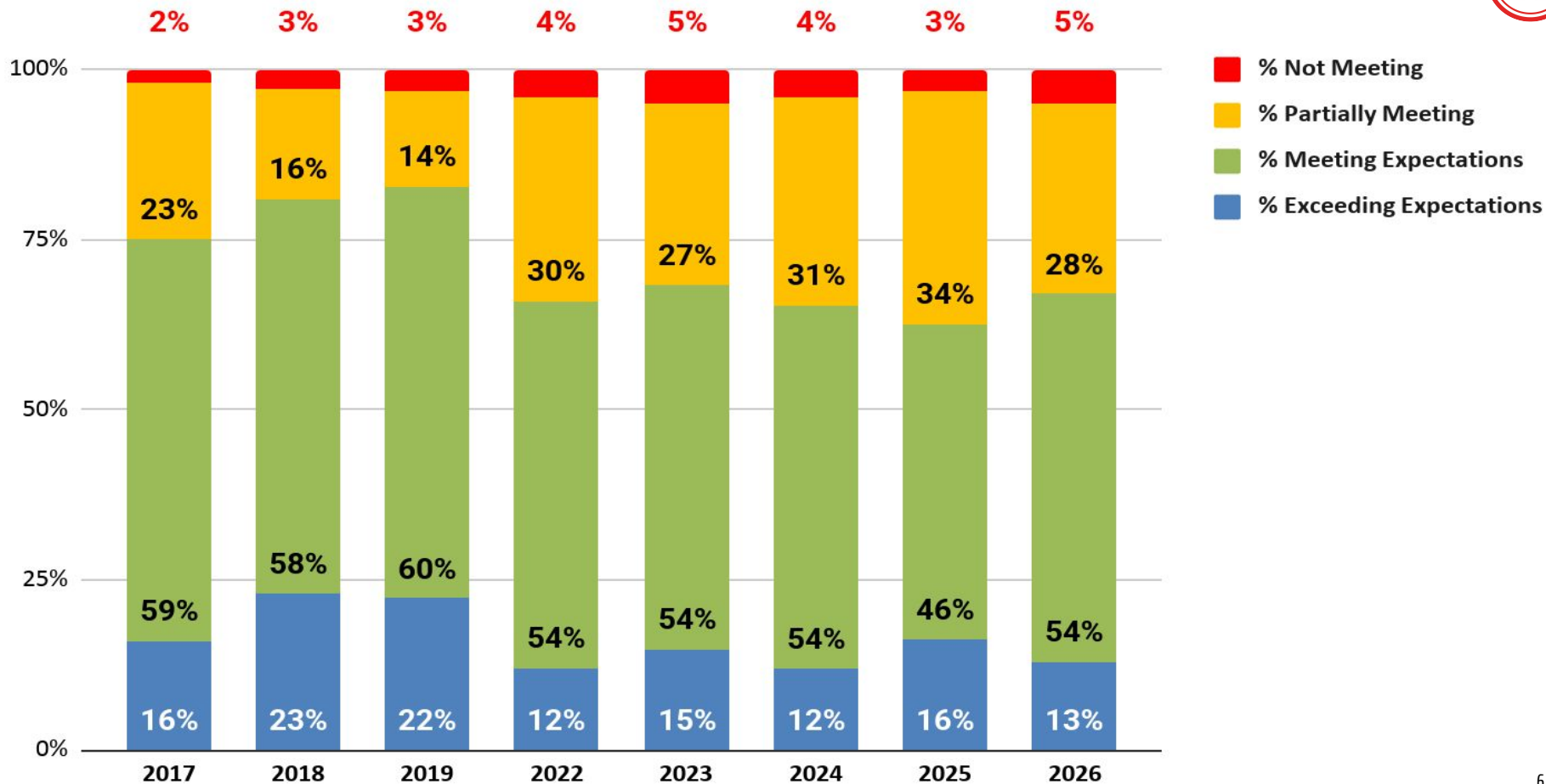
Notable Change:

1. Math shows an **increase** of 5% percent Meeting or Exceeding Expectations with an 8% **increase** in Meeting Expectations when compared to last year's results.
2. ELA (-4%) and Science (-10%) show **decreases** in Meeting or Exceeding Expectations when compared to last year's results. Science scores **dropped** by 18% in Exceeding Expectations and **increased** by 8% in Meeting Expectations.

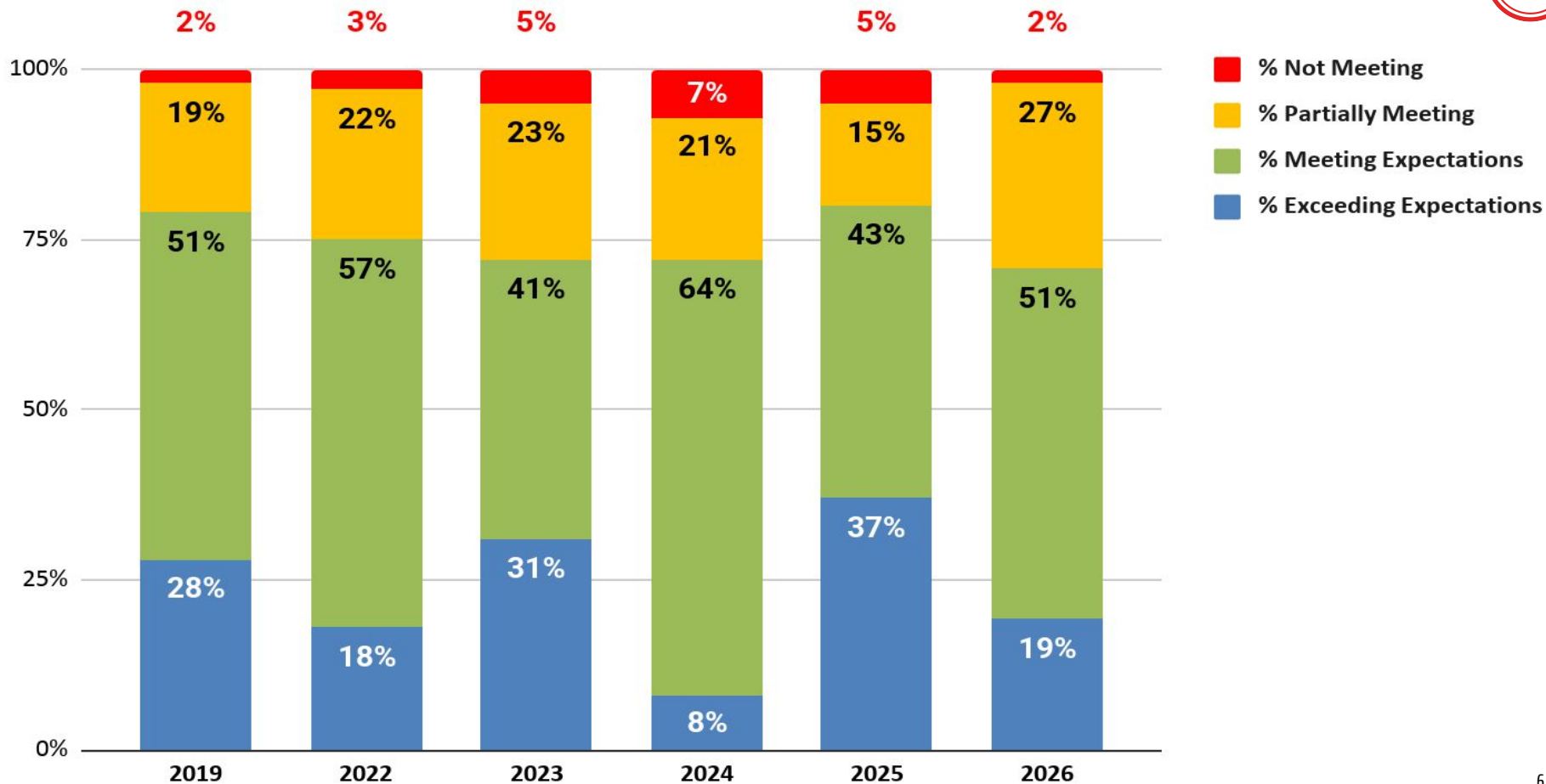
Glover ELA MCAS G3-5



Glover Math MCAS G3-5



Glover Science MCAS G5



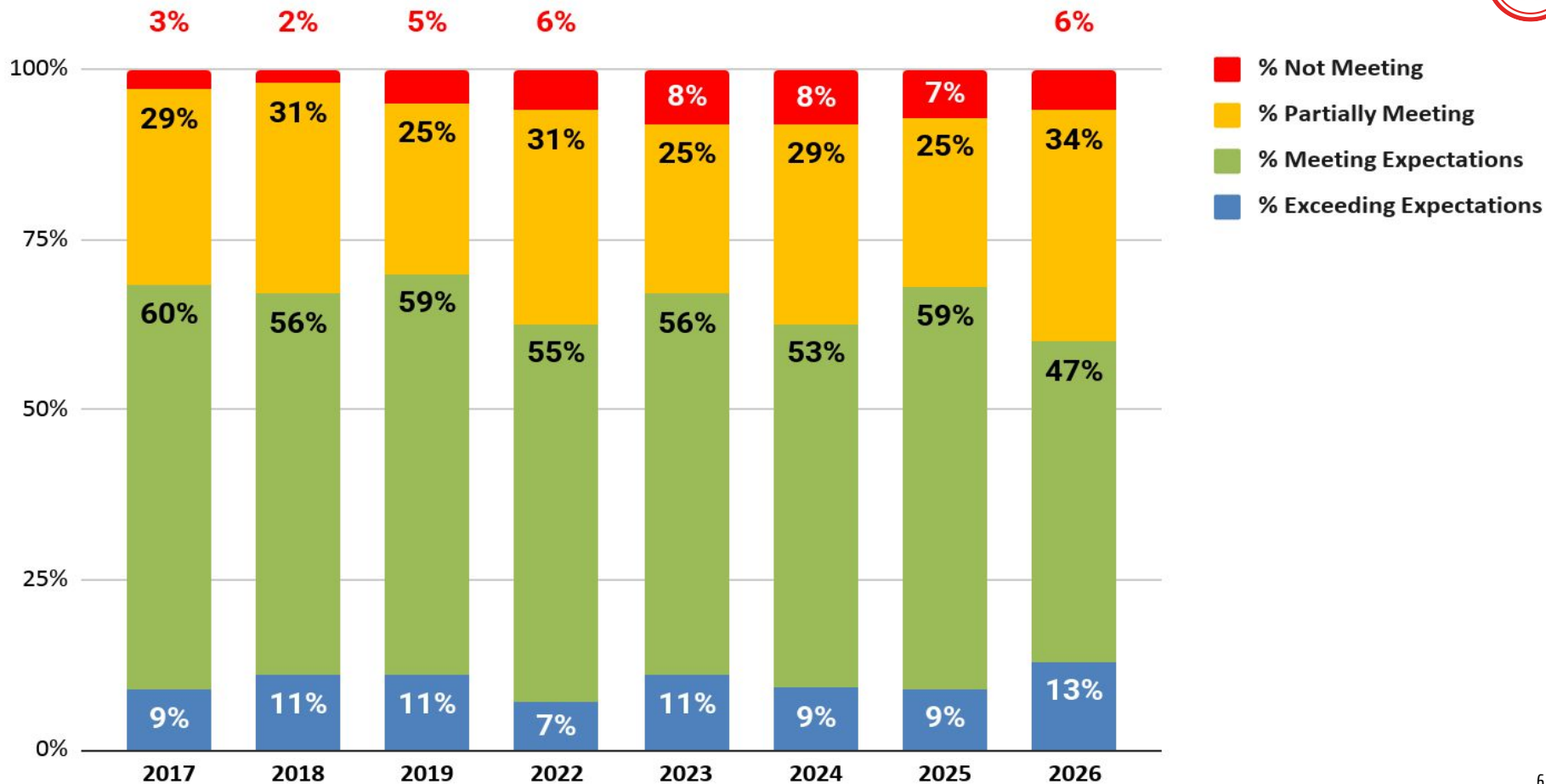


MCAS Historical Performance Cunningham

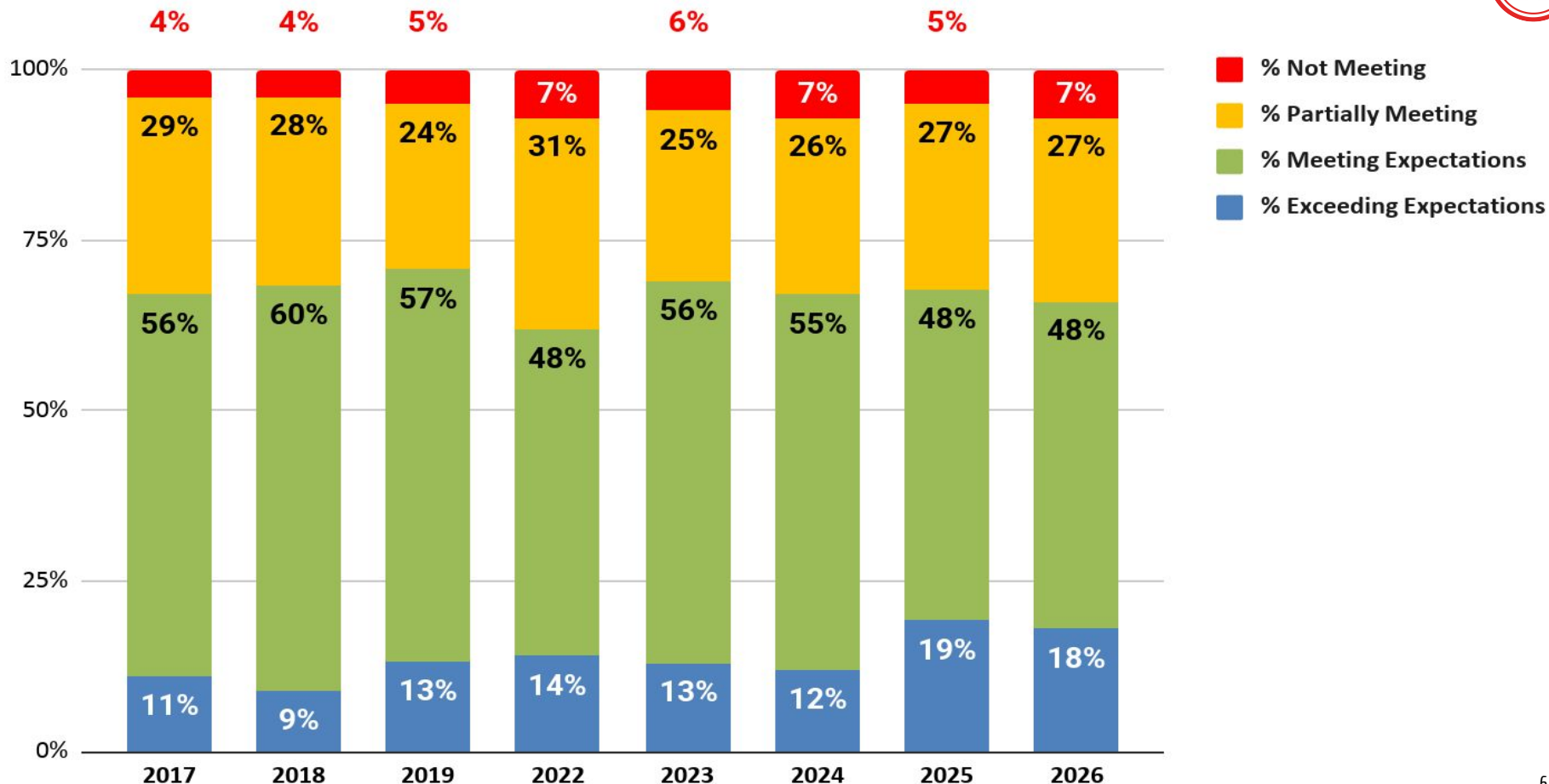
Notable Change:

1. ELA (-8%), Math (-1%), and Science (-3%) all show a **decrease** in Meeting or Exceeding Expectations when compared to last year's results.
2. ELA **dropped** by 12% for students who were Meeting Expectations and saw a 4% **improvement** in Exceeding Expectations, resulting in the 8% **decrease** in Meeting or Exceeding Expectations.

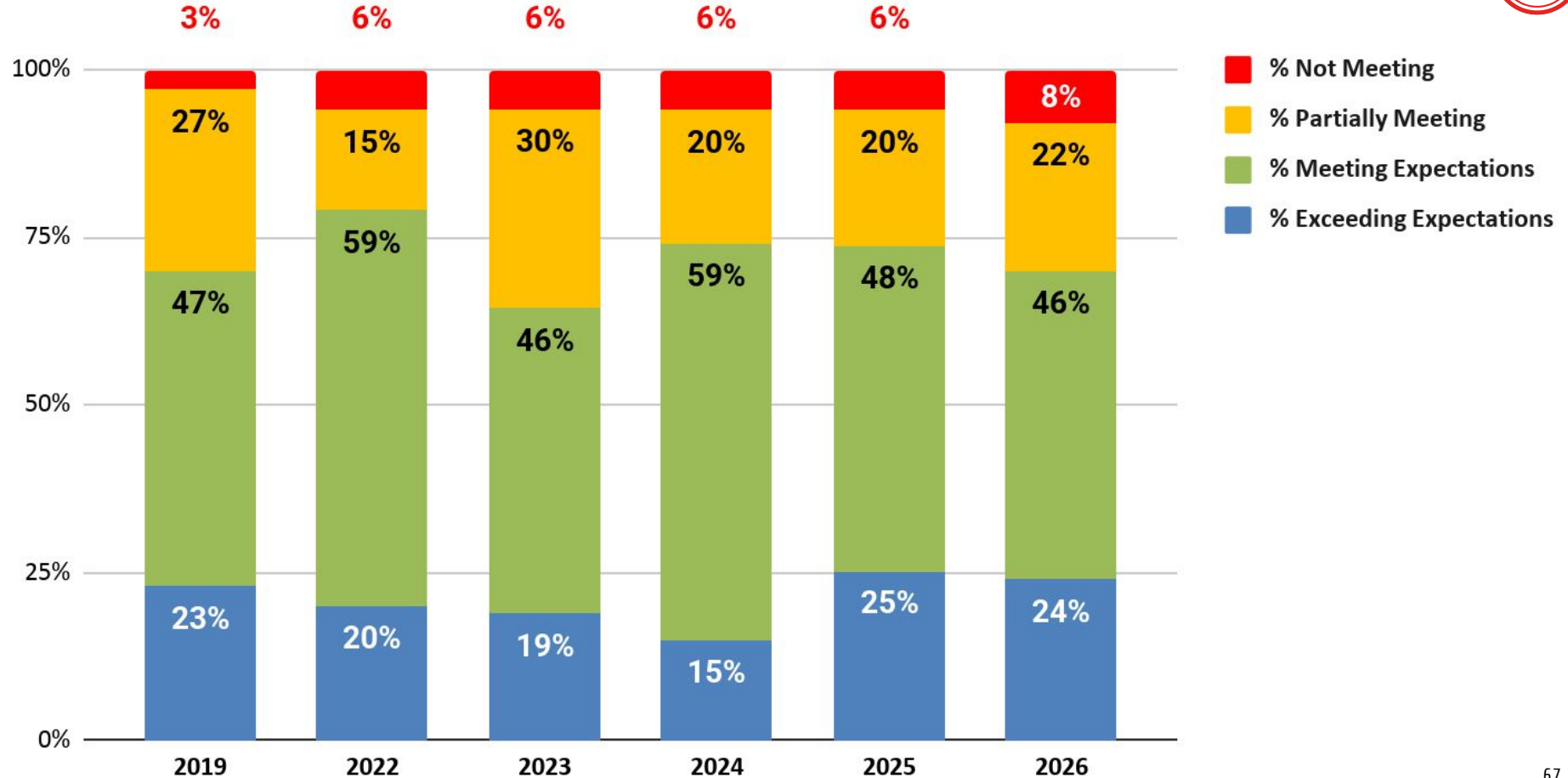
Cunningham ELA MCAS G3-5



Cunningham Math MCAS G3-5



Cunningham Science MCAS G5



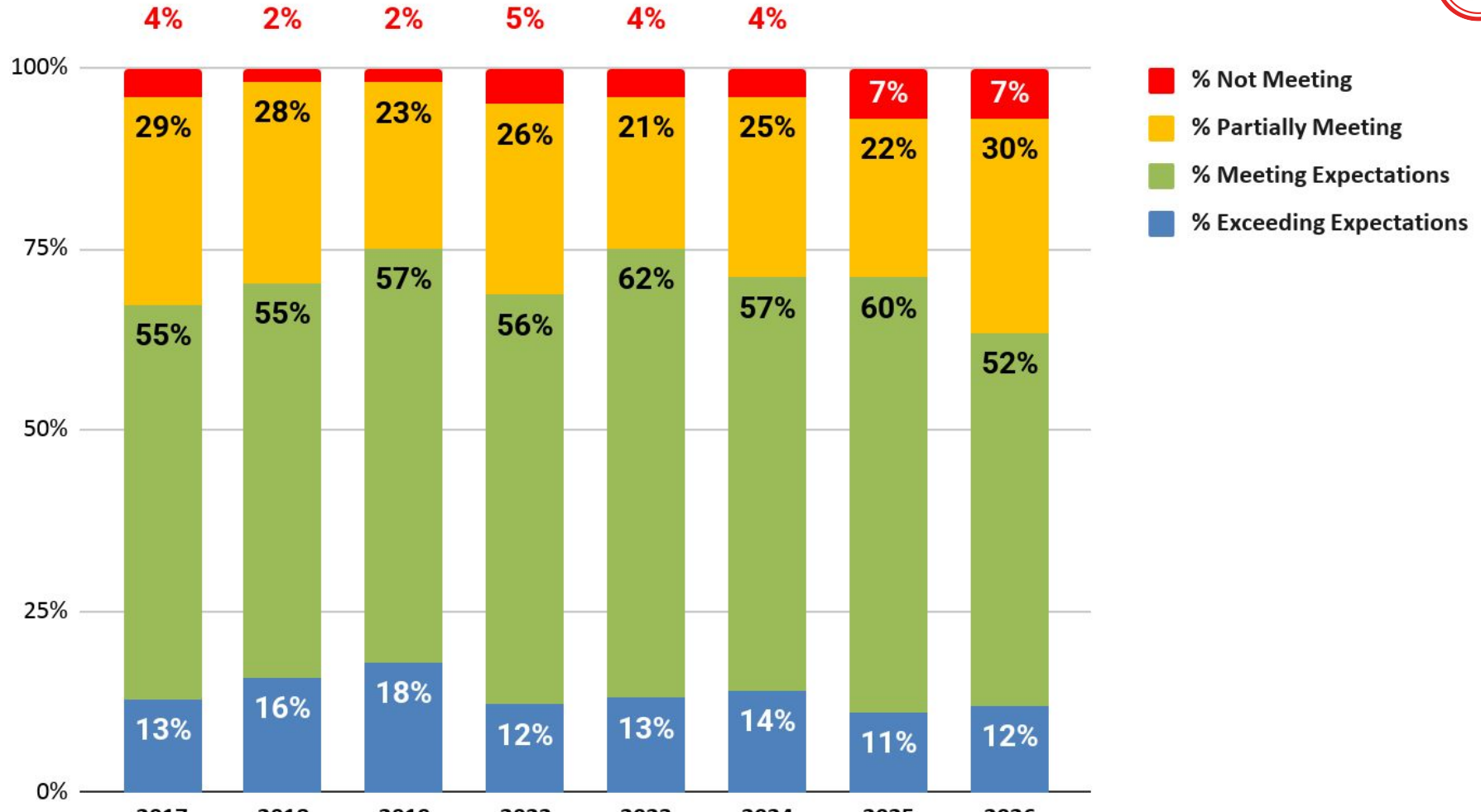
MCAS Historical Performance Collicot



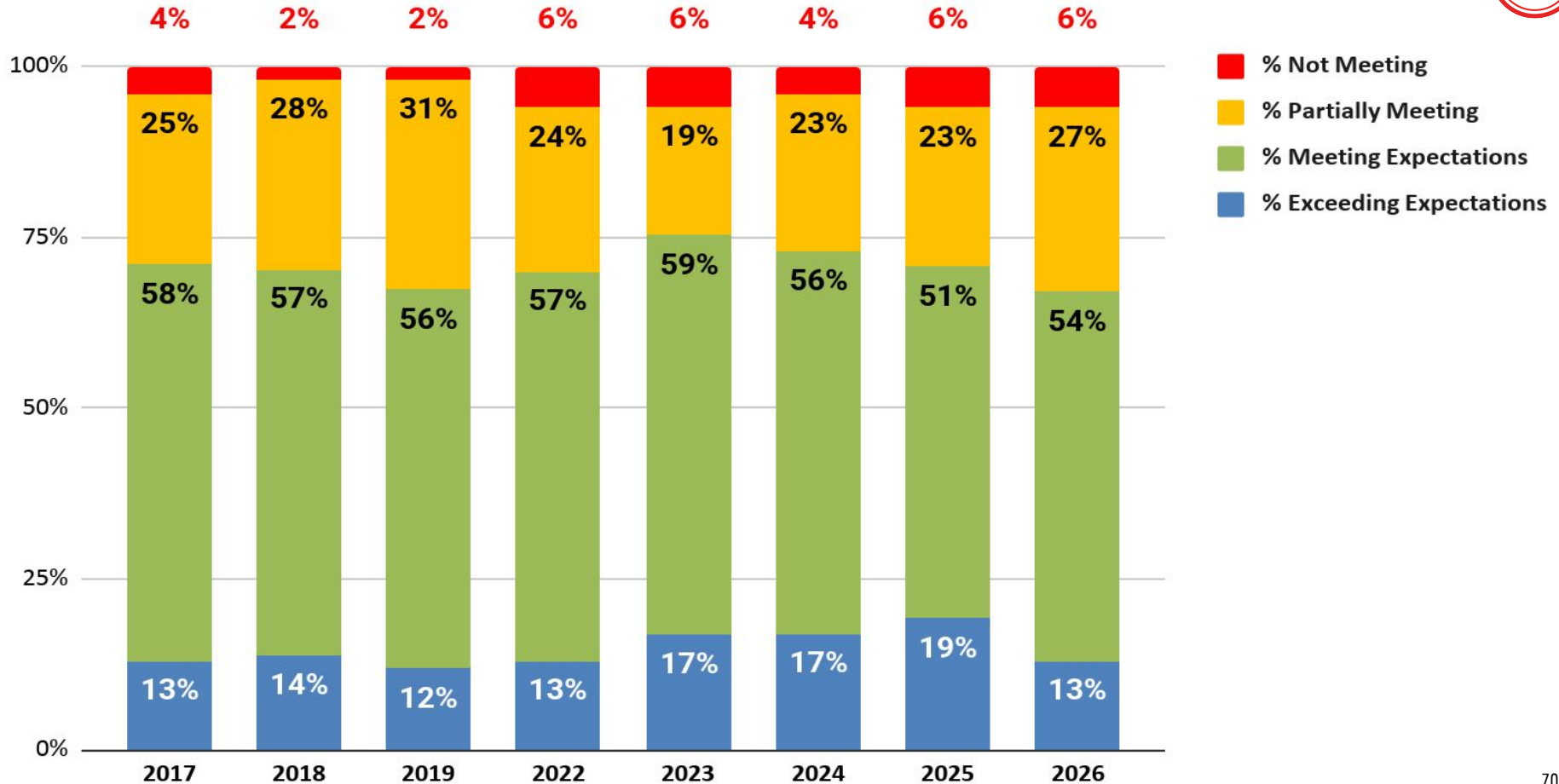
Notable Change:

1. ELA (-8%), Math (-3%), and Science (-13%) show a **decrease** in percent Meeting or Exceeding Expectations when compared to last year's results.
2. ELA had an 8% **reduction** in Meeting Expectations but Exceeding Expectations remained consistent.
3. Science had a 9% **reduction** in Exceeding Expectations and a 4% in Meeting Expectations compared to last year.

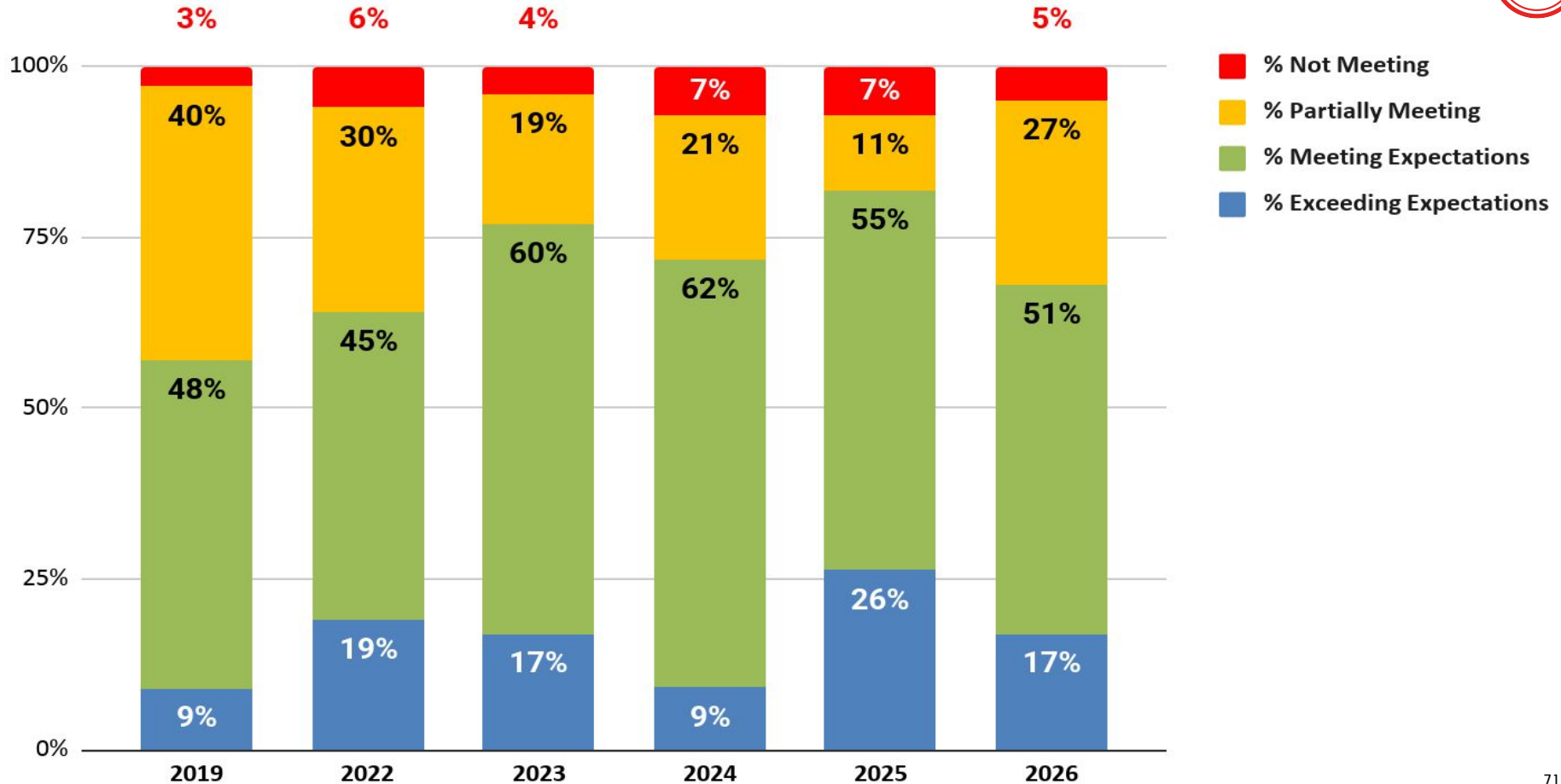
Collicot ELA MCAS G3-5



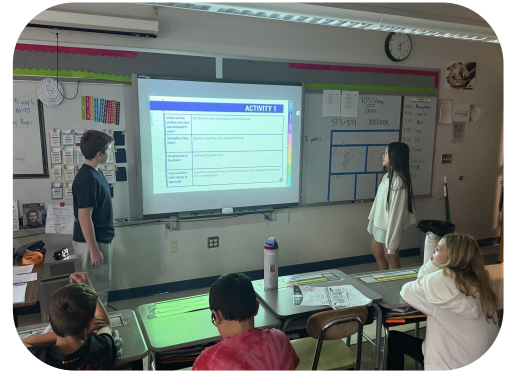
Collicot Math MCAS G3-5



Collicot Science MCAS G5



Chronic Absenteeism





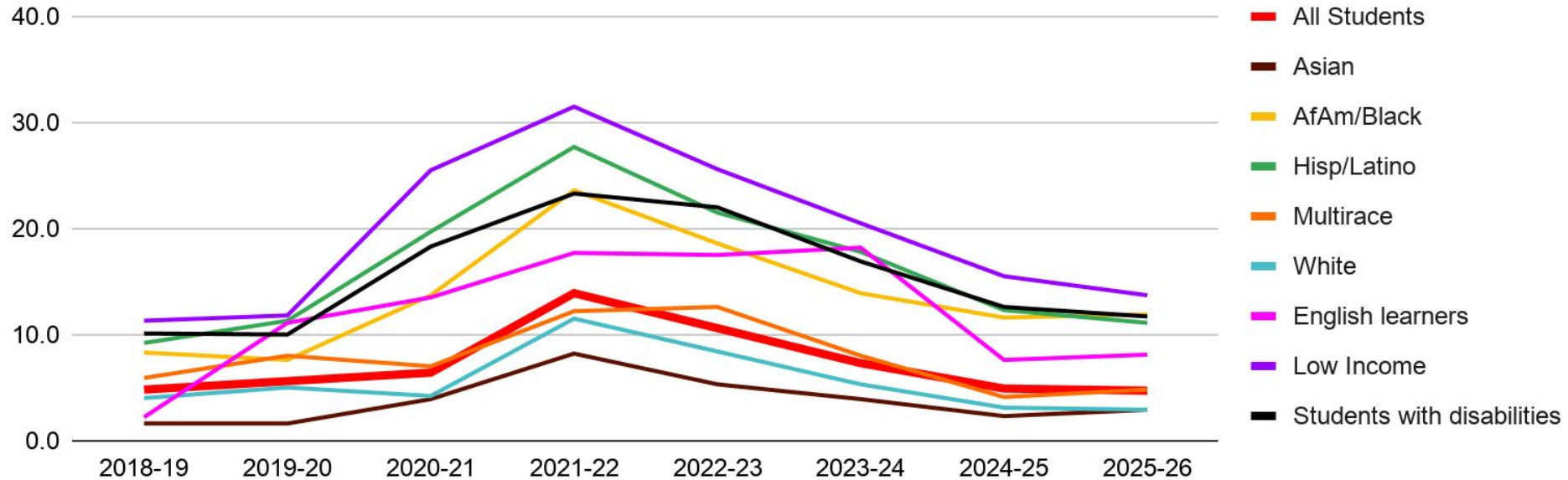
Chronic Absenteeism Declining in Milton

- There is a strong correlation between attendance and academic performance. Our **chronic absenteeism rate** in 2025 was the **13th lowest in the entire state!**
- Our district's **chronic absenteeism rates have been declining for all student groups** since school year 2021-22.
- While improved, the priority student groups still have higher absenteeism rates than the average "All Students."

MPS Chronic Absenteeism by Student Groups



MPS: % of Students Chronically Absent (missing 10%+ of school)





Peer Districts Comparison



Peer Districts Comparison

- DESE list of comparable districts based on demographic similarities:
 - Gradespan, total enrollment, special populations
- 2026 DESE List - Andover, Arlington, Mansfield, Melrose, **Sharon**, Wachusett, Walpole, **Wellesley**, **Westford**, Winchester
- Neighboring districts we added to the comparison.
 - Canton, Braintree, Dedham, Walpole, Westwood

2026			DESE comparables			Geographic Neighbors				
	State	Milton	Westford	Sharon	Wellesley	Canton	Braintree	Dedham	Walpole	Westwood
2026 % High Needs (SWD, EL, Low inc)	55.8	28.6	26.6	30.0	26.9	36.8	47.0	22.3	29.7	28.1
2024 Per pupil expenditure, All Funds	\$21,885	\$20,878	\$19,263	\$21,959	\$29,869	\$23,539	\$20,829	\$27,129	\$20,298	\$25,156
2026 % chronically absent (10%+)	17.1	4.7	8.2	8.5	9.2	14.5	11.1	12.1	6.8	5.8
2026 MCAS G3-8 ELA % M+E	40	63	57	65	76	56	49	45	59	71
2026 MCAS G3-8 MATH % M+E	41	62	66	71	78	60	56	49	65	73
2026 MCAS G5 & G8 SCI % M+E	41	70	70	69	76	52	58	34	56	74
2026 MCAS G10 ELA % M+E	46	65	76	71	77	54	52	44	50	80
2026 MCAS G10 MATH % M+E	44	67	79	76	84	56	62	55	61	81
2026 MCAS G10 SCI % M+E	41	68	78	72	81	68	56	40	53	70 ⁷⁷