

Greenfield Public Schools 2026 Accountability Data At A Glance



Greenfield School Committee Meeting
October 14, 2026

MA DESE Accountability System

The MA DESE accountability system brings together a set of measures in order to provide **clear, actionable information** about district & school performance. Massachusetts' system helps schools **improve the performance of all students**, & helps communities & the state decide **how to assign resources**.

- Accountability results answer two questions:
 - **How is the school/district doing?**
 - **What kind of support does the school need?**

MA DESE Accountability System and GPS Strategic Plan

“Crosswalk”

- Curriculum and Instruction
 - Professional Development for Administration,
 - Cycles of Data Analysis and Inquiry
 - Evidence-based Instructional Strategies
 - Provide Greenfield Public School students with high-quality instructional programs geared to meet the needs of all students
 - SEL lessons and Oversight
- Instructional Supports
 - Review and focus on 3 sub-groups identified in District’s Prioritization Plan
 - Assess the additional supports and interventions in place for students’ needs and adjust as needed to meet the needs.
 - supports and interventions for attendance and adjust as needed to meet the needs
- Communications and Outreach
 - Family Support in Attendance

MA DESE Accountability Resources

About this report

Overall classification: All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.

The **annual criterion-referenced target percentage** is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.

Weighted total of points earned = (Total achievement points earned x Achievement weight) + (Total growth points earned x Growth weight) + (Total high school completion points earned x high school completion weight) + (EL progress points earned x EL progress weight) + (Total additional indicator points earned x Additional indicator weight)

The **cumulative criterion-referenced target percentage** represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

- [Greenfield Public Schools 2026 Accountability](#)
- [DESE District and School Accountability](#)
- [Glossary of Accountability Terms](#)
- Accelerating Achievement Partnership

MA Statewide Data

- Math performance remained relatively stable statewide, with 41% of students in grades 3–8 meeting or exceeding expectations. Grade 8 math showed the strongest improvement, increasing 4 percentage points to 42%.
- ELA remains a significant statewide challenge. Only 40% of students in grades 3–8 met or exceeded expectations, a 2-percentage-point decline from 2025, reinforcing the state's emphasis on evidence-based early literacy instruction.
- Science showed mixed results, with Grade 8 improving 2 percentage points to 39% meeting or exceeding expectations, while performance declined in Grade 5 and at the high school level. Grade 8 civics remained relatively stable, with 40% meeting or exceeding expectations.
- Chronic absenteeism continues to be strongly associated with lower student performance, although the statewide rate improved substantially—from 22.2% in 2022–23 to 17.1% in 2025–26. Students experiencing chronic absenteeism performed substantially below their peers.
- Accountability results show both progress and continued need for improvement: 80% of schools received a designation indicating they do not require state assistance or intervention, while 53% met, exceeded, or made substantial progress toward their accountability targets. At the same time, the state is emphasizing a broader definition of readiness through its proposed statewide graduation framework, including rigorous coursework, postsecondary planning, career/work-based learning, and other measures of college, career, and civic readiness.

Mathematics

MA DESE Statewide Data

2026 Math Results for Grades 3-8

Due to rounding, the sum of the achievement level categories may not equal 100.

Grades	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
Grade 3	21	37	33	9	42	-2	-7
Grade 4	19	38	36	7	43	0	-7
Grade 5	14	46	34	6	39	-1	-9
Grade 6	16	42	35	7	43	+2	-9
Grade 7	19	43	28	10	37	-2	-11
Grade 8	20	38	34	8	42	+4	-4
Grades 3-8	18	41	33	8	41	0	-8

2026 Math Results by Student Group for Grades 3-8

Due to rounding, the sum of the achievement level categories may not equal 100.

Student Groups	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
Black or African American	31	47	20	2	22	0	-6
Asian	6	22	44	27	71	0	-5
Hispanic or Latino	31	48	19	2	21	+1	-8
Multi-Race, Not Hispanic or Latino	15	37	36	12	48	0	-3
American Indian or Alaska Native	26	47	23	4	27	0	-10
Native Hawaiian or Other Pacific Islander	23	44	27	6	33	-3	-11
White	11	39	41	8	50	+1	-6
English Learners	48	43	8	0	8	-1	-9
Low Income	31	48	19	2	21	0	N/A
Students with Disabilities	46	42	11	1	13	0	-2

2026 Math Results for Grade 10

Due to rounding, the sum of the achievement level categories may not equal 10

Student Groups	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
All Students	15	41	33	11	44	-1	-15
Black or African American	24	51	22	3	25	-1	-10
Asian	4	18	39	39	77	-1	-5
Hispanic or Latino	26	51	20	3	22	-1	-11
Multi-Race, Not Hispanic or Latino	13	38	33	17	49	+2	-11
American Indian or Alaska Native	17	54	24	5	29	-9	-15
Native Hawaiian or Other Pacific Islander	21	28	36	16	52	+14	-11
White	10	38	41	12	52	-1	-15
English Learners	50	45	4	0	5	0	-4
Low Income	26	51	20	3	23	-1	N/A
Students with Disabilities	39	49	10	1	11	-1	-7

ELA

MA DESE Statewide Data

2026 ELA Results for Grades 3-8

Due to rounding, the sum of the achievement level categories may not equal 100.

Grades	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
Grade 3	19	38	35	8	43	+1	-13
Grade 4	18	45	33	5	37	-3	-15
Grade 5	18	44	34	4	38	0	-14
Grade 6	24	36	32	9	40	-2	-13
Grade 7	22	39	32	8	40	-2	-8
Grade 8	25	34	32	10	42	-2	-10
Grades 3-8	21	39	33	7	40	-2	-12

2026 ELA Results by Student Group for Grades 3-8

Due to rounding, the sum of the achievement level categories may not equal 100.

Student Groups	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
Black or African American	32	43	22	3	25	-1	-8
Asian	10	28	45	17	62	-2	-10
Hispanic or Latino	35	43	19	2	22	0	-11
Multi-Race, Not Hispanic or Latino	16	35	38	11	49	0	-7
American Indian or Alaska Native	29	46	23	3	26	-2	-14
Native Hawaiian or Other Pacific Islander	25	40	30	5	34	-4	-17
White	14	38	39	9	48	-2	-11
English Learners	60	36	4	0	4	-1	-11
Low Income	34	44	19	2	22	-1	N/A
Students with Disabilities	51	39	10	1	11	-1	-5

2026 ELA Results for Grade 10

Due to rounding, the sum of the achievement level categories may not equal 100

Student Groups	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
All Students	17	37	34	12	45	-6	-16
Black or African American	26	45	25	4	29	-6	-9
Asian	7	22	44	28	72	-4	-6
Hispanic or Latino	29	44	22	4	27	-4	-10
Multi-Race, Not Hispanic or Latino	14	33	36	17	53	-3	-12
American Indian or Alaska Native	17	52	25	6	31	-7	-22
Native Hawaiian or Other Pacific Islander	19	35	30	16	46	+3	-6
White	11	35	39	14	54	-5	-15
English Learners	68	31	1	0	1	-1	-2
Low Income	29	44	23	4	27	-4	N/A
Students with Disabilities	43	44	11	1	13	-4	-9

Science

MA DESE Statewide Data

2026 STE Results by Grade

Due to rounding, the sum of the achievement level categories may not equal 100.

Grades	2026 NM %	2026 PM %	2026 M %	2026 E %	2026 M/E %	M/E Change Compared to 2025	M/E Change Compared to 2019
Grade 5	21	36	35	8	43	-3	-6
Grade 8	21	41	33	6	39	+2	-7
Grades 5 & 8	21	38	34	7	41	-1	-7
Grade 10	21	39	31	10	41	-5	N/A

Absenteeism

MA DESE Statewide Data

2026 MCAS Results for Chronically Absent Students

ELA

Grades	Average Scaled Score (Not Chronically Absent)	Average Scaled Score (Chronically Absent)	2026 Average Scaled Score Difference	2025 Average Scaled Score Difference	Percent M/E (Not Chronically Absent)	Percent M/E (Chronically Absent)	2026 M/E Difference	2025 M/E Difference
Grades 3-8	495	481	-14	-14	43	22	-21	-20
Grade 10	501	483	-18	-19	51	23	-28	-29

Math

Grades	Average Scaled Score (Not Chronically Absent)	Average Scaled Score (Chronically Absent)	2026 Average Scaled Score Difference	2025 Average Scaled Score Difference	Percent M/E (Not Chronically Absent)	Percent M/E (Chronically Absent)	2026 M/E Difference	2025 M/E Difference
Grades 3-8	497	480	-17	-16	44	18	-26	-25
Grade 10	500	481	-19	-20	49	17	-32	-33

GPS Data

School	Accountability Information 2024	School Accountability Percentile 2024	Accountability Information 2025	School Accountability Percentile 2025	Accountability Information 2026	School Accountability Percentile 2026
Four Corners	Not requiring assistance or intervention	38	Not requiring assistance or intervention	36	Not requiring assistance or intervention	22
Federal Street	Requiring assistance or intervention	4	Not requiring assistance or intervention	23	Not requiring assistance or intervention	31
Greenfield High	Requiring assistance or intervention	17	Requiring assistance or intervention	6	Not requiring assistance or intervention	12
Greenfield Middle	Not requiring assistance or intervention	17	Not requiring assistance or intervention	21	Not requiring assistance or intervention	24
Newton Elementary	Not requiring assistance or intervention	14	Requiring assistance or intervention	10	Requiring assistance or intervention	5

Mathematics

Greenfield Achievement and Growth

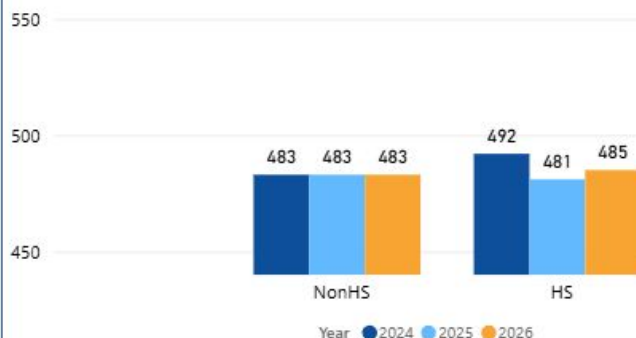
MCAS Results by Grade

MCAS Average Scaled Score by Grade

Grade	2024	2025	2026	2026 # Included
03	483	482	484	122
04	485	489	483	115
05	486	481	486	111
06	482	488	485	105
07	484	481	484	93
08	474	474	473	96
10	492	481	485	62
3-8	483	483	483	642

MCAS Results by Gradespan

MCAS Scaled Score by Gradespan



MCAS Results: Non-High School (Grade 3-8)

MCAS Average Scaled Score by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	483	483	483	642
High Needs	477	477	476	421
Low Income	477	477	476	389
English Learners and Former English Learners	472	473	475	60
Students with Disabilities	465	468	465	163
Asian				7
Black or African American		469	469	26
Hispanic or Latino	475	475	476	145
Multi-Race, Not Hispanic or Latino	477	477	475	34
Native Hawaiian or Other Pacific Islander				2
White	486	486	486	428

MCAS Results: High School (Grade 10)

MCAS Average Scaled Score by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	492	481	485	62
High Needs	484	477	482	40
Low Income	485	477	483	37
English Learners and Former English Learners				5
Students with Disabilities		475	476	13
Asian				1
Black or African American				1
Hispanic or Latino		471	480	18
Multi-Race, Not Hispanic or Latino				5
White	496	485	489	37

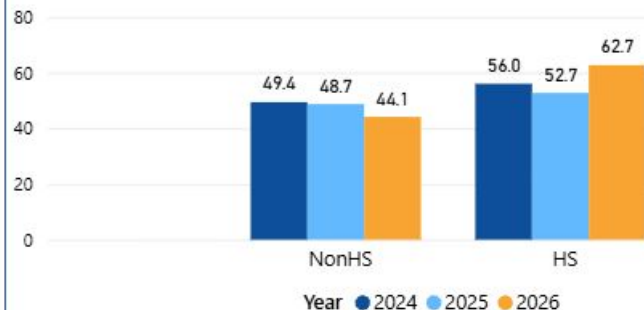
MCAS Results by Grade

Average Student Growth Percentile (SGP) by Grade

Grade	2024	2025	2026	2026 # Included
04	53.2	56.6	45.9	103
05	40.2	41.2	44.1	102
06	50.8	56.4	49.0	96
07	72.4	59.9	50.3	87
08	32.2	24.2	30.4	86
10	56.0	52.7	62.7	51
3-8	49.4	48.7	44.1	474

MCAS Results: Growth

Average Student Growth Percentile (SGP) by Gradespan and Year



MCAS Results: Non-High School (Grades 4-8)

Average Student Growth Percentile (SGP) by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	49.4	48.7	44.1	474
High Needs	47.1	49.9	42.9	302
Low Income	47.0	49.8	43.0	282
English Learners and Former English Learners	52.9	56.4	44.4	41
Students with Disabilities	39.4	48.6	43.4	115
Asian				4
Black or African American				17
Hispanic or Latino	48.8	49.3	43.5	102
Multi-Race, Not Hispanic or Latino	37.7	39.4	28.3	24
Native Hawaiian or Other Pacific Islander				1
White	50.6	49.1	46.1	326

MCAS Results: High School (Grade 10)

Average Student Growth Percentile (SGP) by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	56.0	52.7	62.7	51
High Needs	42.6	51.3	61.4	31
Low Income	41.1	50.9	66.9	28
English Learners and Former English Learners				3
Students with Disabilities				9
Asian				
Black or African American				1
Hispanic or Latino				13
Multi-Race, Not Hispanic or Latino				5
White	61.2	55.5	65.3	32

ELA

Greenfield Achievement and Growth

MCAS Results by Grade

MCAS Average Scaled Score by Grade

Grade	2024	2025	2026	2026 # Included
03	482	478	483	122
04	481	484	481	115
05	491	485	487	112
06	474	486	481	109
07	481	479	487	95
08	474	476	475	95
10	495	480	483	64
3-8	481	482	483	648

MCAS Results by Gradespan

MCAS Scaled Score by Gradespan



MCAS Results: Non-High School (Grade 3-8)

MCAS Average Scaled Score by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	481	482	483	648
High Needs	476	475	476	427
Low Income	477	476	476	394
English Learners and Former English Learners	468	466	468	60
Students with Disabilities	465	466	465	165
Asian				7
Black or African American		464	471	26
Hispanic or Latino	474	473	475	146
Multi-Race, Not Hispanic or Latino	475	477	479	34
Native Hawaiian or Other Pacific Islander				2
White	483	485	486	433

MCAS Results: High School (Grade 10)

MCAS Average Scaled Score by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	495	480	483	64
High Needs	486	476	479	42
Low Income	488	475	480	39
English Learners and Former English Learners		458		5
Students with Disabilities		469	470	14
Asian				1
Black or African American				1
Hispanic or Latino		468	475	18
Multi-Race, Not Hispanic or Latino		470		5
White	499	488	488	39

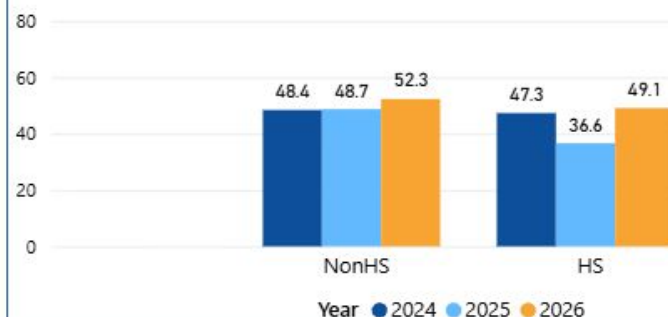
MCAS Results by Grade

Average Student Growth Percentile (SGP) by Grade

Grade	2024	2025	2026	2026 # Included
04	48.9	53.2	52.6	103
05	55.6	52.1	56.8	103
06	47.6	42.2	51.8	95
07	60.2	58.8	54.9	89
08	30.0	33.8	44.5	86
10	47.3	36.6	49.1	52
3-8	48.4	48.7	52.3	476

MCAS Results: Growth

Average Student Growth Percentile (SGP) by Gradespan and Year



MCAS Results: Non-High School (Grades 4-8)

Average Student Growth Percentile (SGP) by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	48.4	48.7	52.3	476
High Needs	47.8	48.5	49.8	305
Low Income	48.1	48.8	49.7	284
English Learners and Former English Learners	46.5	48.5	48.3	39
Students with Disabilities	42.6	44.7	45.5	116
Asian				4
Black or African American				16
Hispanic or Latino	49.7	44.8	50.3	100
Multi-Race, Not Hispanic or Latino	38.0	45.9	42.9	24
Native Hawaiian or Other Pacific Islander				1
White	48.6	50.1	53.9	331

MCAS Results: High School (Grade 10)

Average Student Growth Percentile (SGP) by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	47.3	36.6	49.1	52
High Needs	41.6	37.4	50.8	31
Low Income	41.4	37.8	53.7	28
English Learners and Former English Learners				3
Students with Disabilities				9
Asian				
Black or African American				1
Hispanic or Latino				13
Multi-Race, Not Hispanic or Latino				5
White	50.2	40.8	49.2	33

Science

Greenfield Achievement

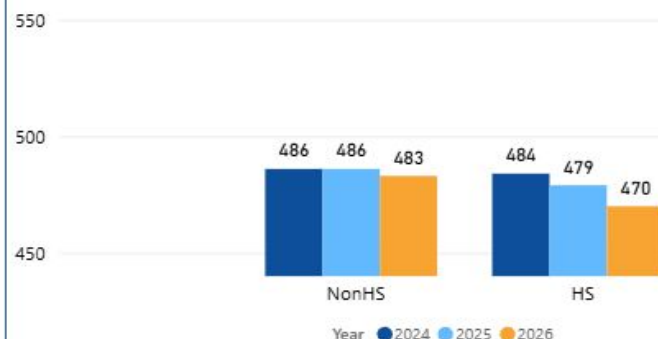
MCAS Results by Grade

MCAS Average Scaled Score by Grade

Grade	2024	2025	2026	2026 # Included
05	489	487	486	109
08	482	483	479	94
10	484	479	470	52
5 & 8	486	486	483	203

MCAS Results by Gradespan

MCAS Scaled Score by Gradespan



MCAS Results: Non-High School (Grade 3-8)

MCAS Average Scaled Score by Student Group

Student Group	2024	2025	2026	2026 # Included
All Students	486	486	483	203
High Needs	480	478	476	142
Low Income	481	479	476	130
English Learners and Former English Learners		469	469	17
Students with Disabilities	469	468	470	66
Asian				2
Black or African American				5
Hispanic or Latino	478	474	476	52
Multi-Race, Not Hispanic or Latino			477	13
Native Hawaiian or Other Pacific Islander				
White	488	491	488	131

MCAS Results: High School (Grade 10)

MCAS Average Scaled Score by Student Group

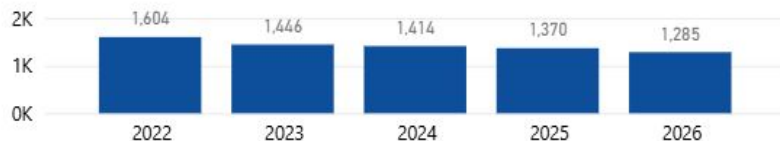
Student Group	2024	2025	2026	2026 # Included
All Students	484	479	470	52
High Needs	476	474	464	32
Low Income	477	474	465	29
English Learners and Former English Learners				4
Students with Disabilities		470	458	10
Asian				1
Black or African American				1
Hispanic or Latino		473	463	14
Multi-Race, Not Hispanic or Latino				4
White	487	481	474	32

Attendance and Enrollment

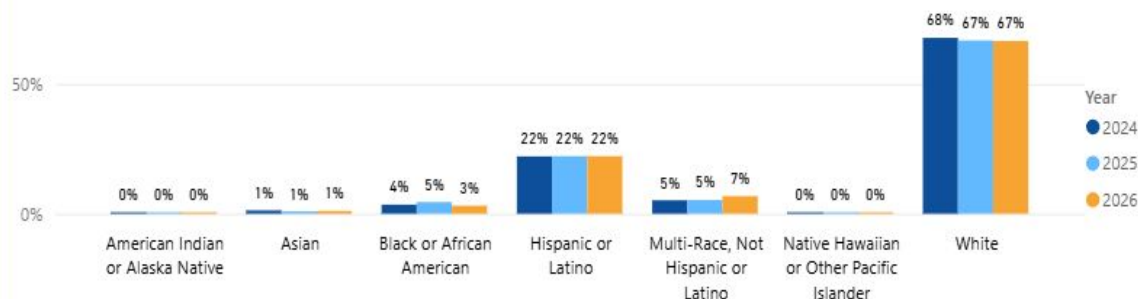
Greenfield

Student Enrollment

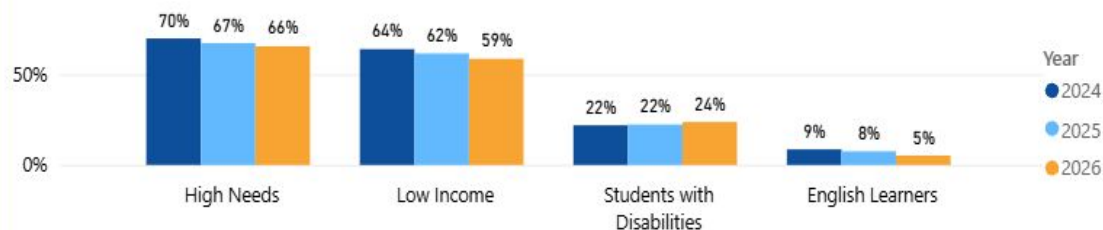
Total Enrollment by Year



Enrollment by Race/Ethnicity



Enrollment by Special Population

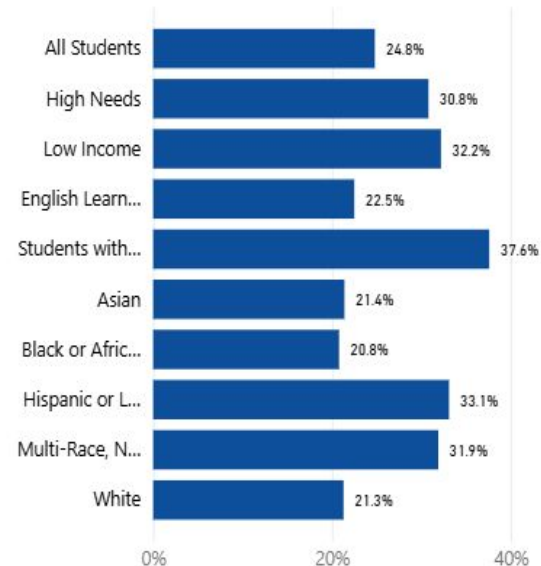


Student Attendance

End of Year Attendance Summary

Year	Attendance Rate (%)	Chronic Absenteeism Rate (%)	Average Days Missed (#)
2023	93.1	21.8	11.8
2024	90.5	27.8	16.5
2025	92.0	26.6	13.3
2026	92.2	24.8	13.4

2026 Chronic Absenteeism Rate by Student Group



Highlights:

- **Districtwide:**
 - 56% “Substantial progress” toward targets for 3rd straight year; this is a multiyear measure
- **Met/Exceeded Targets in the following categories:**
 - GHS:
 - ELA Achievement
 - Mathematics Achievement
 - Mathematics Growth
 - Four-year Cohort Graduation Rate (↑ 9.6%)
 - Chronic Absenteeism
 - 2026 criterion-referenced target: 45%
 - GMS:
 - ELA Growth (all students and lowest performing)
 - Math Growth (lowest performing)
 - Chronic Absenteeism
 - Four Corners:
 - ELA Achievement (lowest performing)
 - ELA Growth (all and lowest performing)
- **Met/Exceeded Targets in the following categories:**
 - Federal Street:
 - ELA Growth
 - Math Growth
 - Chronic Absenteeism
 - Newton:
 - Chronic Absenteeism
- **More to celebrate:**
 - MLL earned 64% of possible points (up from 36% in 2025)
 - MLL improved in all categories from 2025
 - Hispanic/latino earned 54% of possible points (up from 26% in 2025)
 - Hispanic/latino improved in all categories from 2025

Areas in need of improvement/attention:

- Chronic Absenteeism:
 - Despite improvements, and significant ones for some subgroups, 24.8% of students continue to be chronically absent
- Achievement
 - Science (high school and non-high school both declined from 2025)
 - Students with disabilities—declined in ELA and math; improved below target in Science
- Students with disabilities 0 of 4 for Chronic Absenteeism
- Annual Dropout rate 0 of 4
- Extended engagement rate 0 of 4

0-4 Ratings Key

0=Declined

1=No change/Low Growth

2=Improved below target/Typical growth low

3=Met target/Typical growth high

4=Exceeded Target

Our continued work...

Curriculum Alignment

- **ELA Grades 9–12** : Year 2 of implementation of the HQIM (High-Quality Instructional Materials) to strengthen coherence and rigor.
- **PreK Literacy Curriculum** : Year 1 of implementation of HQIM (Boston Focus) aligned with early learning standards and district goals.

Theory of Action

By June 2027: students in subgroups across Greenfield Public Schools will receive equitable access to grade-level instruction as a result of coherent, differentiation-focused professional learning that builds teacher capacity across all schools.

If the district sets a clear vision for differentiation and holds leaders accountable through consistent data review and observation...

Then school leaders stay aligned to the district goal, leading ILTs to build real teacher buy-in and teach them how and when to differentiate toward grade-level content...

Then teachers take ownership of students with learning differences and plan with them specifically in mind, rather than assuming someone else will...

So that students with learning differences get repeated, meaningful chances every lesson to show what they know — building confidence, engagement, and belonging

Our continued work...

Data-Driven Instructional Practices Through an Equity Lens

- Continue to build, implement, and sustain systems for collecting, analyzing, and responding to multiple sources of student data to improve outcomes for all students.
- Use an equity lens by examining outcomes for our focus subgroups—MLLs, Hispanic/Latino students, and SWDs—with particular attention to SWDs, who represent 23.7% of our student population and intersect with both other focus subgroups.
- Use data to identify trends, address barriers, and adjust instruction and interventions to better support student learning.

Our continued work...

Attendance and Engagement

We will build on recent improvements in attendance by continuing to refine and strengthen the systems and practices that support consistent student attendance. Our approach will emphasize proactive, preventative strategies while maintaining the flexibility to respond to individual student needs and emerging trends.

- Recognize positive attendance: Implement incentive plans that celebrate improved attendance and recognize students with excellent attendance.
- Strengthen family communication: Maintain consistent, proactive communication with parents and families to reinforce the importance of regular attendance and address barriers early.
- Improve data accuracy and early identification: Ensure attendance data is accurate and use it to identify and prioritize students who may be at risk for chronic absenteeism.
- Monitor trends and coordinate interventions: Hold weekly school-level attendance meetings to review trends, identify students needing additional support, and coordinate timely, targeted interventions.

Our continued work...

Strategic Coherence and Leadership

Greenfield Public Schools will continue to strengthen a cohesive system of continuous improvement by aligning district and school priorities, using evidence to guide decisions, and building leadership capacity at every level. Through consistent collaboration, data review, learning walks, and targeted professional learning, we will support coherent implementation across schools while ensuring that instructional practices respond to student needs and promote equitable access to grade-level learning.

- Align priorities and initiatives: Ensure the GPS Strategic Plan and School Improvement Plans reinforce shared goals and guide consistent implementation across the district.
- Use evidence to guide improvement: Leverage learning walks, data meetings, and professional learning to identify trends, share effective practices, monitor implementation, and adjust strategies based on student needs.
- Continue building leadership capacity and shared ownership: Build on existing efforts to support school leaders and Instructional Leadership Teams (ILTs) in guiding implementation, strengthening teacher buy-in, and embedding collaborative, Tier I focused practices into the district's everyday culture and instructional norms.
- Prioritize Tier I and ensure differentiation and equitable access: Strengthen teachers' capacity to plan for students with diverse learning needs so that all students, particularly those in identified subgroups, have meaningful and repeated opportunities to engage with grade-level content and demonstrate their learning.