A Primer of the MA District & School Accountability System

Salem Public Schools

School Committee Meeting

September 16, 2019

What is an accountability system?

- **Combines <u>a set of measures</u> to create a picture of school or district performance**

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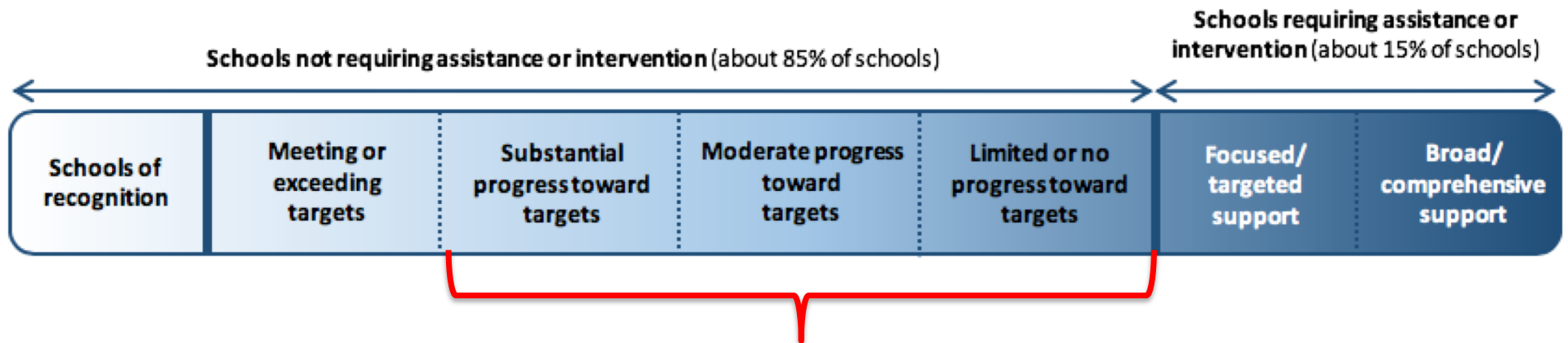 - What kind of support does the school/district need?

Highlights of MA's New Accountability System

- **Additional accountability indicators**
  - Provide information about school performance & student opportunities beyond test scores

- **Two ways of measuring progress**
  - To what extent is the school/district meeting its targets (progress toward targets)
  - How the progress made compares with others across state (accountability percentiles)

- **Two categories of students – same indicators applied to**
  - Look at the performance of the school as a whole (all students) <u>and</u>
  - How well the school/district raises the performance its <u>lowest performing quartile (25%)</u>

- **Discontinuation of accountability & assistance levels 1-5**
  - Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from DESE
  - Lowest performing schools identified for assistance or intervention

- **Districts classified based on district-level data**
  - No longer based on the performance of a district's lowest performing school
  - Treats districts like one big school (all students, regardless of enroll date)

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Classification of Schools

Schools are placed into categories that describe how they are doing and what kind of support they may receive from the state. Every year, each school receives:

- **Overall classification**
  - Categories that describe how they are doing and what kind of support they may receive from the state
- **Reason for classification (see new 2019 categories below)**
  - Based on the extent to which the school made progress toward meeting their targets
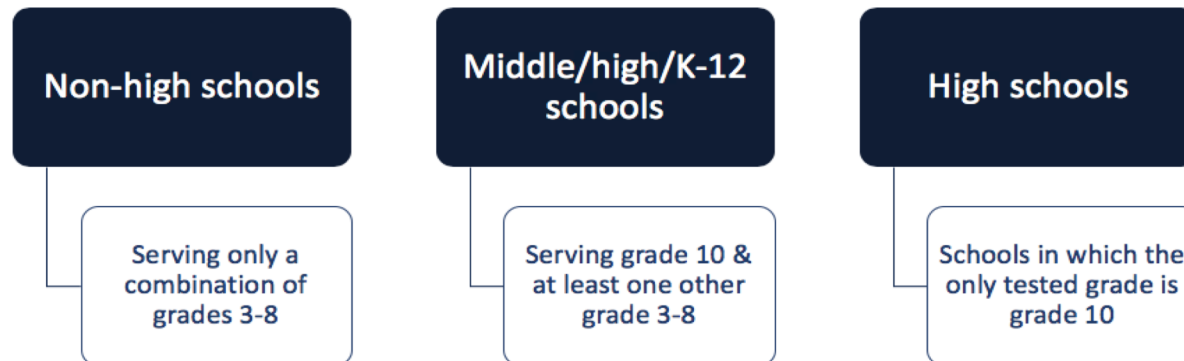
Schools not requiring assistance or intervention (about 85% of schools)

Schools requiring assistance or intervention (about 15% of schools)

| Schools of recognition | Meeting or exceeding targets | Substantial progress toward targets | Moderate progress toward targets | Limited or no progress toward targets | Focused/ targeted support | Broad/ comprehensive support |

All of these were labeled "Partially Meeting Targets" in 2018

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Assessing School Progress

Two different ways to assess the progress schools are making:

- **Progress toward targets** – *compare with self* *(criterion referenced)*
  - Calculates a score showing the degree to which the school met its targets on all measures, for all categories

- **Accountability percentiles** – *compare with others* *(norm referenced)*
  - Provides a way to compare schools who took similar statewide assessments
  - Calculated using all available indicators for a school
  - Used to identify lowest performing schools in the state

- Schools will be grouped & compared based on the grades served in 2019

Non-high schools	Middle/high/K-12 schools	High schools
Serving only a combination of grades 3-8	Serving grade 10 & at least one other grade 3-8	Schools in which the only tested grade is grade 10

- Separate comparison categories will not be necessary once we have multiple years of Next-Generation MCAS data in all tested grades/subjects

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Caution when Comparing Percentiles

- **2018 accountability percentiles should not be compared to school percentiles from 2012-2017**
  - Different comparison "universe"
  - Inclusion of additional indicators
  - Fewer years of data used in calculation
- **Use caution when comparing 2018 & 2019 percentiles**
  - 2018 percentiles include only one year of data, while 2019 percentiles include two years of data

School Example: Carlton 2018

In the Accountability Tab in the School Profiles on the DESE website. Top section provides:

- Overall classification (top)
- Reason for classification (just under Overall classification)
- Progress toward improvement targets (bottom left)
- Accountability percentile (bottom right)

NEW! This year, the Progress toward improvement targets will be cumulative (combines 2018 and 2019 annual progress on targets)

Indicators

School classifications and determinations of progress are based on a set of indicators

- Achievement
- Student progress or growth (HS only)
- High school completion
- Progress toward English proficiency for English learners
- Chronic absenteeism
- Advanced coursework completion (HS only)

- **Results for each indicator based on multiple measures**
  - Calculated for each of two categories: 1) all students; and 2) lowest performing students

- **Each indicator is "weighted" to derive overall result**

- **Results reported separately for Non-HS and HS within the district results**
  - Subgroup results (if more than 20 students) also reported

Lowest Performing Students Category

- **Focus on closing the achievement gap by raising the "achievement floor"**
  - Attempt to get away from "gap-closing" that can occur as a result of a decline in performance by the high-performing group
- **In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured**
  - Every school has a group of lowest performers
    - Lowest performing 25% of *eligible* students
      - Enrolled and tested for 2 consecutive years (except HSs, just enrolled)
      - Not a first- or second- year English learner in 2019
      - If a school has fewer than 20 eligible students for cohort, accountability based on all students
  - 2019 lowest performing group identified using a combined 2018 ELA & math average scaled score

Setting Targets

- **Targets set for each accountability indicator, for both categories: 1) all students; and 2) the lowest performing group**
  - For 2019 reporting, targets have been set for one year
  - Long-term targets will be set in the future
- **Targets for <u>achievement indicators</u> are based on the assessment performance of schools that have demonstrated improvement in the past**
  - E.g. the 25th percentile improvement of "improvers" on MCAS
- **Targets for <u>non-assessment indicators</u> will be based on analysis of past trends & reasonable expectations for improvement**

Criterion-referenced component

- **Points assigned based on progress toward target for each indicator, for the all students group, the lowest performing students group, & each subgroup with sufficient data**

Category	Declined*	No change	Improved	Met target	Exceeded target
Points	0	1	2	3	4

Target %	0-24%	25-49%	**50-74%**	**75%**	**100%**
Reported as	*Limited or no progress*	*Moderate progress*	*Substantial progress*	*Meeting target*	*Exceeding target*

Massachusetts' Accountability Indicators and Weights - non-HS

Indicator	Measure
Achievement **60%**	• English language arts (ELA) average scaled score • Mathematics average scaled score • Science achievement (Composite Performance Index (CPI))
Student Growth **20%**	• ELA mean student growth percentile (SGP) • Mathematics mean SGP
English Language Proficiency **10%**	• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s) **10%**	• Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

XX% identifies the weight of each indicator

Criterion-referenced component calculation – non-high school

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight (%)	Points earned	Total possible points	Weight (%)
ELA scaled score	1	4	-	0	4	-
Math scaled score	3	4	-	3	4	-
Science CPI	4	4	-	-	-	-
Achievement total	**8**	**12**	**60.0**	**3**	**8**	**67.5**
ELA SGP	2	4	-	2	4	-
Math SGP	3	4	-	2	4	-
Growth total	**5**	**8**	**20.0**	**4**	**8**	**22.5**
EL progress	**2**	**4**	**10.0**	**-**	**-**	**-**
Chronic absenteeism	**4**	**4**	**10.0**	**2**	**4**	**10.0**
Weighted total	6.4	9.6	-	3.1	7.6	-
Percentage of possible points	67%			41%		
Annual criterion-referenced target %	54%					

Sample school (non-HS)

Massachusetts' Accountability Indicators and Weights – HS

Indicator	Measure
Achievement <mark>40%</mark>	• English language arts (ELA) achievement (CPI) • Mathematics achievement (CPI) • Science achievement (CPI)
Student Growth <mark>20%</mark>	• ELA mean student growth percentile (SGP) • Mathematics mean SGP
High School Completion <mark>20%</mark>	• Four-year cohort graduation rate • Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) • Annual dropout rate
English Language Proficiency <mark>10%</mark>	• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s) <mark>10%</mark>	• Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) • Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses)

<mark>XX%</mark> identifies the weight of each indicator

Criterion-referenced calculation – HS

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight (%)	Points earned	Total possible points	Weight (%)
ELA CPI	4	4	-	4	4	-
Math CPI	4	4	-	0	4	-
Science CPI	3	4	-	2	4	-
Achievement total	**11**	**12**	**40.0**	**6**	**12**	**67.5**
ELA SGP	2	4	-	1	4	-
Math SGP	1	4	-	0	4	-
Growth total	**3**	**8**	**20.0**	**1**	**8**	**22.5**
Four-year cohort graduation rate	3	4	-	-	-	-
Extended engagement rate	3	4	-	-	-	-
Annual dropout rate	3	4	-	-	-	-
High school completion total	**9**	**12**	**20.0**	**-**	**-**	**-**
EL progress	**3**	**4**	**10.0**	**-**	**-**	**-**
Chronic absenteeism	4	4	-	2	4	-
Advanced coursework completion	2	4	-	-	-	-
Additional indicators total	**6**	**8**	**10.0**	**2**	**4**	**10.0**
Weighted total	7.7	10.0	-	4.5	10.3	-
Percentage of possible total points	77%		-	44%		-
Annual criterion-referenced target %	**61%**					

Sample school (HS)

Categorization of Schools

- **Reported in Two categories**
  - Schools requiring assistance or intervention or
  - Schools not requiring assistance or intervention

- **Determinations for schools based on 5 factors:**
  1. Accountability percentile (1-99)
  2. Criterion-referenced target percentage (0-100%)
  3. Subgroup performance (subgroup percentile 1-99)
  4. Graduation rate (if less than 66.7%)
  5. Assessment participation (if less than 95%)

- **Underperforming & chronically underperforming decisions made at the discretion of the Commissioner (designation & exit)**

- **Other**
  - Schools ending in grade 3 will be classified based on criterion-referenced component only
  - No student growth, therefore no accountability percentile
  - Schools with no tested grades or with too few students to be reportable will be classified as "insufficient data"

Categorization of districts

- **Districts are classified based on the performance of the district as a whole**
  - Treated like one big school

- **District accountability percentiles are not calculated**

- **Classified based on criterion-referenced component**
  - Adjustments made for low graduation rates & low assessment participation

- **Board may designate a district as underperforming or chronically underperforming**

Questions?