



Massachusetts' Next-Generation Accountability System

September 2018



AGENDA

1. **Accountability indicators**
2. **Normative component**
3. **Criterion-referenced component**
4. **Categorization of schools & districts**

1

Accountability indicators

- “Indicate” student success
- New indicators (measures) included in 2018
- Greatest emphasis on achievement, followed by growth and additional measures of success

Massachusetts' accountability indicators (HS only in blue)

Indicator	Measure
Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement Mathematics achievement Science achievement
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)

2

Normative component

- How well does a school achieve compared with other schools statewide?
- The 2018 MCAS accountability system cannot be compared to prior years

3

Criterion-referenced component

- In addition to meeting targets for the school as a whole, the school needs to meet targets for its lowest performing students

Criterion-referenced component

- Points are assigned based on progress toward the target for each indicator, for both all students & lowest performing students (percent of possible points indicated)

Declined	No change	Improved	Met target	Exceeded target
0 (0%)	1 (25%)	2 (50%)	3 (75%)	4 (100%)

- A school's total points for all indicators is compared to the maximum possible (a score of 75% of possible points means meeting targets)



4

Categorization of schools & districts

- **Focused on supporting schools to raise performance of the lowest performing students**
- **Districts are no longer characterized based on performance of the lowest performing school**
- **District will be categorized based on its performance as a whole – as if it were one large school**

Categorization of schools & districts

**Schools & districts without required assistance or intervention
(approx. 85%)**

**Schools & districts requiring assistance or
intervention (approx. 15%)**

<p>Schools of recognition</p> <p>Schools demonstrating high achievement, significant improvement, or high growth</p>	<p>Meeting targets</p> <p>Criterion-referenced target percentage 75-100</p>	<p>Partially meeting targets</p> <p>Criterion-referenced target percentage 0-74</p>	<p>Focused/targeted support</p> <ul style="list-style-type: none"> •Non-comprehensive support schools with percentiles 1-10 •Schools with low graduation rate •Schools with low performing subgroups •Schools with low participation 	<p>Broad/comprehensive support</p> <ul style="list-style-type: none"> •Underperforming schools •Chronically underperforming schools
<p>2018: Performance against targets reported in 2 categories (meeting & partially meeting)</p> <p>2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)</p>				

Notes:

- School percentiles & performance against targets will be reported for all schools

