

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

- A. Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in section 1111(c)(4)(B) of the ESEA.
- The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State
 - for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).
 - For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.
 - the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools by demonstrating varied results across schools in the State.

Indicator	Measure(s)	Description
i. Academic Achievement	<ul style="list-style-type: none"> • Grades 3-8 English language Arts (ELA) and Mathematics: average scale score 	<p>In full compliance with the requirements set forth in the academic achievement section of the accountability system requirements in ESSA, Massachusetts intends to use a school’s average scale score as a measurement of “proficiency” within the achievement scale. The average scale score better represents the range of scores at the district and school level. The average scale score in a district or school will indicate the degree to which all students in the school are meeting expectations. By signaling how all students in the district or school are performing, emphasis can be placed on improvement for <i>all</i> students, as opposed to the narrow focus on “proficient versus not” that results from just looking at the</p>

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		<p>percentage of students that have reached a particular cut point on an achievement scale.</p> <p>Massachusetts anticipates reporting assessment results based on four achievement levels and associated scale score ranges. For purposes of accountability reporting, the academic achievement indicators will be based on a school's average scale score, and will be centered around the "meeting expectations" scale score cut point.</p> <p>Note: Scaled score ranges associated with Next-Generation MCAS achievement levels will be available in late September 2017, after standard-setting occurs. New scaled score ranges (not yet established), will be mapped to achievement levels in a manner similar to legacy MCAS results, as shown below:</p> <table border="1" data-bbox="836 1045 1343 1549"> <thead> <tr> <th data-bbox="842 1045 1092 1150">Legacy MCAS Achievement Level</th> <th data-bbox="1097 1045 1336 1150">Legacy MCAS Scale Score Range</th> </tr> </thead> <tbody> <tr> <td data-bbox="842 1150 1092 1213">Advanced</td> <td data-bbox="1097 1150 1336 1213">260-280</td> </tr> <tr> <td data-bbox="842 1213 1092 1276">Proficient</td> <td data-bbox="1097 1213 1336 1276">240-258</td> </tr> <tr> <td data-bbox="842 1276 1092 1381">Needs Improvement</td> <td data-bbox="1097 1276 1336 1381">220-238</td> </tr> <tr> <td data-bbox="842 1381 1092 1486">Warning (Grades 3-8)</td> <td data-bbox="1097 1381 1336 1486">200-218</td> </tr> <tr> <td data-bbox="842 1486 1092 1549">Failing (High School)</td> <td data-bbox="1097 1486 1336 1549"></td> </tr> </tbody> </table>	Legacy MCAS Achievement Level	Legacy MCAS Scale Score Range	Advanced	260-280	Proficient	240-258	Needs Improvement	220-238	Warning (Grades 3-8)	200-218	Failing (High School)	
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	<ul style="list-style-type: none"> Grade 10 ELA and Math: average scale score equated to Next-Generation ELA and Math MCAS scale 	<p>Massachusetts will begin its assessment transition with grades 3-8 ELA and Mathematics in the 2016-17 school year. In an effort to report comparable data to districts, schools and the public, the grade 10 assessment scores will be equated to the Next-Generation ELA and Mathematics scale</p>												

Indicator	Measure(s)	Description
		scores until such time that the grade 10 assessments have transitioned.
ii. Academic Progress/Other Academic Indicator	<ul style="list-style-type: none"> • ELA and Math mean student growth percentile (SGP) 	Massachusetts will continue its use of the student growth percentile (SGP) as a measure of student growth. Beginning in 2017-18, we will follow the advice of our Technical Advisory Committee and use the mean SGP as opposed to the median to better reflect the full range of growth percentiles.
	<ul style="list-style-type: none"> • Measure of growth to standard (to be incorporated in the future) 	As Massachusetts transitions its assessment program over the coming years, we will pursue the possibility of using a growth to standard measure for public reporting and as a metric in the district and school accountability system.
	<ul style="list-style-type: none"> • Grades 5 and 8 Science: average scale score equated to Next-Generation ELA and Math MCAS scale 	Massachusetts will begin its assessment transition with grades 3-8 ELA and Mathematics in the 2016-17 school year. In an effort to report comparable data to districts, schools and the public, the science assessment scores will be equated to the Next-Generation ELA and Mathematics scale scores until such time that the grade 10 assessments have transitioned.
iii. Graduation Rate	<ul style="list-style-type: none"> • Four-year cohort graduation rate 	Massachusetts will continue to use the four-year graduation rate in its district and school accountability system. This rate has been calculated since 2006 and will continue to be a main driver of accountability at the high school level.
iv. Achieving English Language Proficiency	<ul style="list-style-type: none"> • Student attainment of English language proficiency 	Using achievement results from the ACCESS for ELLs assessment, Massachusetts will use the percentage of students achieving English language proficiency as one measure for English learners (ELs).
	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency as measured by growth on the ACCESS for English language learners 	Massachusetts will use the percentage of students making progress towards attaining English language proficiency as one measure for English learners (ELs). ELs enter schooling at very different points in their English language development and these differences are evident across districts. As a result, it is important to measure the progress of ELs towards English language proficiency.

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v. School Quality or Student Success	<ul style="list-style-type: none"> Chronic absenteeism (all grades) 	<p>Massachusetts will use a measure of student growth on the state’s English language proficiency assessment, ACCESS for ELLs.</p> <p>Massachusetts proposes to use a measure of chronic absenteeism as a measure of School Quality or Student Success because the district and school accountability system should incentivize a minimal loss of classroom instruction time. Chronic absenteeism will be defined as the percentage of students missing at least 10 percent of their days in membership in a school (18 days or more in a typical 180-day school calendar). This measure would be applied to all grades, with minimal exceptions granted for lost instruction time. While some absences are understandable and perhaps might be excused, ultimately the student has lost instruction time regardless of the reason. There has been significant research on the impact of absenteeism. Two examples can be found here and here.</p>
	<ul style="list-style-type: none"> Grade 10 Science: average scale score equated to Next-Generation ELA and Math MCAS scale 	<p>Massachusetts will begin its assessment transition with grades 3-8 ELA and Mathematics in the 2016-17 school year. In an effort to report comparable data to districts, schools and the public, the science assessment scores will be equated to the Next-Generation ELA and Mathematics scale scores until such time that the grade 10 assessments have transitioned.</p>
	<ul style="list-style-type: none"> Extended engagement rate (high school) 	<p>In addition to the four-year graduation rate, Massachusetts will also use an extended engagement rate in its district and school accountability system. A traditional five-year graduation rate includes only students that have received a diploma within five years of entering the assigned cohort. Massachusetts proposes to use a rate that is equal to the sum of the percentage of students that have graduated within five years plus the percentage of students that are still enrolled in school after five years.</p>

Indicator	Measure(s)	Description
		<p>The district and school accountability system should incentivize welcoming students back into the school environment regardless of whether they are on track to graduate in four or five years. Many high schools now have alternative programming designed for off-track students and an accountability system should reward these types of programs rather than negatively impacting schools with a traditional five-year graduation rate calculation.</p>
	<ul style="list-style-type: none"> <li data-bbox="511 852 792 915">• Annual dropout rate (high school) 	<p>The graduation rate of a high school is certainly a key indicator of success. However, in a district and school accountability system that makes annual determinations, it is often difficult to make large gains in a graduation rate calculation in one year because much of the rate has been determined in grades 9-11. The number of high school dropouts on an annual basis is a significant component of the graduation rate calculation. The inclusion of the annual dropout rate in a high school accountability determination allows for a more actionable indicator for high schools on an annual basis.</p>
	<ul style="list-style-type: none"> <li data-bbox="511 1341 797 1404">• Success in grade 9 courses (high school) 	<p>Massachusetts proposes to include success in grade 9 courses as a measure of School Quality or Student Success at the high school level. The impact of grade 9 performance is a leading indicator to student success in high school and beyond. According to the most recent data available in Massachusetts (2015), students that failed any courses in 9th grade were four times more likely to drop out of school than those students that did not. Although data validation measures will need to be put into place to guard against improper grade inflation, the importance of the measure is too critical to ignore.</p>
	<ul style="list-style-type: none"> <li data-bbox="511 1633 808 1791">• Successful completion of broad and challenging coursework (high school) 	<p>Massachusetts proposes to include successful completion of broad and challenging coursework as a measure of School Quality or Student Success at the high school level. This indicator would measure</p>

Indicator	Measure(s)	Description
		<p>the percentage of all students enrolled in 11th and 12th grade that complete a broad course of study (MassCore) or achieve a passing score in challenging coursework, including but not limited to Advanced Placement, International Baccalaureate, honors, dual enrollment, and other advanced courses in a school year. The accountability system would incentivize student participation in these types of courses.</p> <p>The most recent data available in Massachusetts (2016) indicate there are varying levels of participation in and completion of advanced coursework across the state and within school districts there are equity gaps in participation across subgroups. In addition, Massachusetts PSAT, SAT and course grade data indicate that additional students are prepared for advanced coursework but are not enrolling in those courses.</p>

B. Subgroups.

- i. List the subgroups of students from each major and racial ethnic group in the State and, as applicable, describe any additional subgroups of students used in the accountability system.

Massachusetts will continue to use the same racial/ethnic subgroups it has used for many years in its district and school accountability system: African-American, Asian, Hispanic, Multi-race/non-Hispanic, Native American, Native Hawaiian or Pacific Islander and White. In addition, Massachusetts will also include four subgroups of selected populations in its accountability system: economically disadvantaged, former or current English language learners (see below for details about the inclusion of former English language learners), students with disabilities and high needs students (an unduplicated count of students that appear in any one of the three selected population subgroups).

- ii. If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.

Not applicable.