



# MASSACHUSETTS ACCOUNTABILITY SYSTEM

December 2018

In fall 2018, the Massachusetts Department of Elementary and Secondary Education implemented a new accountability system developed to meet the requirements of state law and the federal *Every Student Succeeds Act*. This system replaced the Level 1-5 designations that have been used since 2012. The new system includes different indicators and measures, but continues to rank each school on the measures and evaluates schools against targets set by DESE. Targets will be set for all students and for students scoring in the lowest 25% on the MCAS. Each school will have an Accountability Percentile based on the rankings and a Targets Met score based on how close the school is to each target. Each school will be placed in a category based on these scores.

## What are schools held accountable for?

The system has four indicator categories — Achievement, Student Growth, English Language Proficiency Progress and School Quality. Each indicator has one or more measures that are used to calculate school rankings and demonstrate whether the school has met targets.

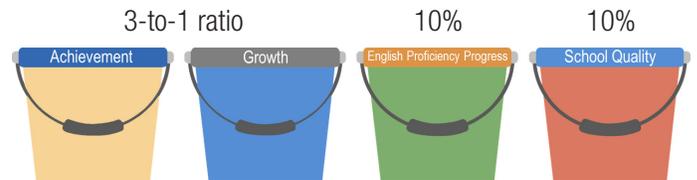
The indicators include MCAS scores — scaled scores and SGP, progress in attaining English Language Proficiency for English learners (ACCESS), and chronic absenteeism. High school indicators also include high school and advanced course completion measures.

Not all indicators are available for each school.

Indicator	Measures	
	Non-High Schools	High Schools
1. Achievement	<ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> <li>• Science</li> </ul> Next Gen MCAS ELA + Math—scaled scores; Science /Legacy MCAS—CPI	<b>High School Completion</b> <ul style="list-style-type: none"> <li>• Four-year graduation rate</li> <li>• Extended re-engagement rate</li> <li>• Annual dropout rate</li> </ul>
2. Student Growth	<ul style="list-style-type: none"> <li>• ELA</li> <li>• Math</li> </ul> (Student Growth Percentile)	
3. English Language Proficiency	Student progress toward attaining English language proficiency (ACCESS)	
4. School Quality	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> </ul>	
	<ul style="list-style-type: none"> <li>• % of students completing advanced coursework</li> </ul>	

## How are the indicators weighted?

For the calculation of Ranking and Meeting Targets scores, the four indicator categories are assigned weights based on ESSA requirements and BESE regulations and policy.



- The School Quality indicator counts for 10% of total score.
- The English Language Proficiency Progress indicator also counts for 10%.
- Achievement and Growth indicators are weighted in a 3-1 ratio.

Schools do not always have data on every indicator. If an indicator is not available, the percentages for achievement and growth are adjusted but will continue to have a 3-1 ratio. For example:

- If a school does not have English Proficiency data, school quality still counts for 10%.
- Achievement and growth will be worth 67.5% and 22.5% – a 3-1 ratio.

When all indicators are available, the Achievement indicators are worth 60% and 20% each. The ratio is the same, but the percentages are different.

Within each indicator category, measures are generally weighted equally, with one exception — in the Achievement Category, MCAS scores are weighted more than school completion scores.

# How are the indicators and measures used to evaluate schools?

## Rank Schools

- The measures available for each school are ranked and converted to a percentile from 1–99.
- The percentile rankings are combined using the rules of weighting, with the school quality indicator counting for 10% and English language proficiency 10%. The Achievement and Growth measures are weighted so the Achievement indicator is three times more important than the Growth indicator.
- The measures within each indicator are weighted equally, except that MCAS scores are weighted more than high school completion rates in the Achievement indicator.



This calculation results in an **Accountability Percentile** that shows how a school ranks, from 1–99, compared to other schools that administered the same MCAS tests (next generation, legacy, or both).

## Measure Schools Against Targets

The Department of Elementary and Secondary Education sets a target for each accountability measure based on the past performance of schools at similar performance levels.

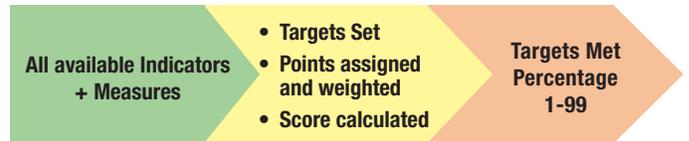


Schools earn points based on how they perform relative to the target:

Exceeded Target	Met Target	Improved	No Change	Declined
4 points	3 points	2 points	1 point	0 points

School targets are set for two groups — all students in the school, and students in the school whose MCAS scores are in the lowest 25%. DESE establishes a group target for each indicator.

A **Targets Met** score is calculated first by weighting the points earned for each measure and summing the total number of earned points. The total points earned number is then divided by the total number of points possible. Not all measures are used in the calculation for the lowest-performing quartile — for example, graduation rate is not included.



## How are schools assigned to categories?

The Level 1-5 designations of the previous accountability systems are replaced with six categories.\*

- Schools with an Accountability Percentile of 10 or below are in the “Focused/Targeted Support” Category.
- These schools may be designated by the commissioner as Underperforming or Chronically Underperforming and moved to the “Broad/Comprehensive Support category.
- Schools that do not need any assistance (Accountability Percentiles above 10) are designated based on the school’s Meeting Targets score.
- A “Schools of Recognition” category will include schools with high achievement scores and/or improvement or growth.

Schools without required assistance or support (approximately 85%)				Schools requiring assistance or attention (approximately 15%)	
Schools of Recognition	Meeting Targets	Partially Meeting Targets	Not Meeting Targets	Focused/Targeted Support	Broad/Comprehensive Support
Schools demonstrating high achievement, significant improvement, or high growth	Based on Targets Met %			<ul style="list-style-type: none"> <li>Accountability Percentiles from 1-10</li> <li>Participation rates below 95%</li> <li>Graduation rates below 66.7%</li> <li>Lowest performing subgroups</li> </ul>	<ul style="list-style-type: none"> <li>Underperforming Schools</li> <li>Chronically Underperforming Schools</li> </ul>
	75-100%	50-74%	0-49%		

\* In 2018, two Targets Met categories — Met or Partially Met — were reported. Starting in 2019, three categories will be used — Met, Partially Met or Did Not Target.