



# 2018 Preliminary District Accountability Reporting

with specific data for  
Concord Public Schools and  
Concord Carlisle High School

# AGENDA

1. System highlights
2. Accountability indicators
3. Weighting of accountability indicators
4. Normative component
5. Criterion-referenced component
6. Categorization of schools  
\*\*specific data from CPS/CCHS\*\*
7. Categorization of districts  
\*\*specific data from CPS/CCHS\*\*

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# System highlights

# System highlights

- Additional accountability indicators
  - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
  - Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
  - In addition to the performance of the school as a whole
- 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 the Department**
- Districts classified based on district-level data
  - No longer based on the performance of a district's lowest performing school



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## Accountability indicators

# Massachusetts' accountability indicators – non-high schools

## Alcott, Willard, Thoreau and Concord Middle

Indicator	Measure
Achievement	<ul style="list-style-type: none"><li>English language arts (ELA) average scaled score</li><li>Mathematics average scaled score</li><li>Science achievement (Composite Performance Index (CPI))</li></ul>
Student Growth	<ul style="list-style-type: none"><li>ELA mean student growth percentile (SGP)</li><li>Mathematics mean SGP</li></ul>
English Language Proficiency	<ul style="list-style-type: none"><li>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)</li></ul>
Additional Indicator(s)	<ul style="list-style-type: none"><li>Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)</li></ul>

# Massachusetts' accountability indicators – high schools & middle/high/K-12 schools

## Concord Carlisle High School

Indicator	Measure
Achievement	<ul style="list-style-type: none"> <li>English language arts (ELA) achievement (Composite Performance Index (CPI))</li> <li>Mathematics achievement (CPI)</li> <li>Science achievement (CPI)</li> </ul>
Student Growth	<ul style="list-style-type: none"> <li>ELA mean student growth percentile (SGP)</li> <li>Mathematics mean SGP</li> </ul>
High School Completion	<ul style="list-style-type: none"> <li>Four-year cohort graduation rate</li> <li>Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled)</li> <li>Annual dropout rate</li> </ul>
English Language Proficiency	<ul style="list-style-type: none"> <li>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)</li> </ul>
Additional Indicator(s)	<ul style="list-style-type: none"> <li>Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)</li> <li>Percentage of 11<sup>th</sup> &amp; 12<sup>th</sup> graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &amp;/or other selected rigorous courses)</li> </ul>

# English language proficiency indicator

- New indicator in 2018
- Set students on a non-linear path to achieving English language proficiency in six years
- Set targets for each English learner based on:
  - Starting point (initial ACCESS for ELLs assessment results);
  - Grade; &
  - Years in Massachusetts
- School & district performance will be measured based on the percentage of students meeting their targets each year





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## Weighting of accountability indicators

# Weighting of indicators in non-high schools

Alcott, Willard, Thoreau and Concord Middle

Indicator	Measures	2018 Weighting	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> <li>• ELA, math, &amp; science achievement values (based on scaled score)</li> </ul>	60%	67.5%
Student Growth	<ul style="list-style-type: none"> <li>• ELA/Math Student Growth Percentile (SGP)</li> </ul>	20%	22.5%
English Language Proficiency	<ul style="list-style-type: none"> <li>• Progress made by students towards attaining English language proficiency</li> </ul>	10%	
Additional Indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> </ul>	10%	10%

# Weighting of indicators in high schools & middle/high/ K-12 schools

## Concord Carlisle High School

Indicator	Measures	2018 Weighting	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> <li>• ELA, math, &amp; science achievement</li> </ul>	40%	47.5%
Student Growth	<ul style="list-style-type: none"> <li>• ELA/Math Student Growth Percentile (SGP)</li> </ul>	20%	22.5%
High School Completion	<ul style="list-style-type: none"> <li>• Four-year cohort graduation rate</li> <li>• Extended engagement rate</li> <li>• Annual dropout rate</li> </ul>	20%	20%
English Language Proficiency	<ul style="list-style-type: none"> <li>• Progress made by students towards attaining English language proficiency</li> </ul>	10%	
Additional Indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> <li>• Percentage of students completing advanced coursework</li> </ul>	10%	10%

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## Normative component

# Normative component

- Accountability percentile 1-99, calculated using all available indicators for a school
- Compares schools administering similar statewide assessments
- Used to identify the lowest performing schools in the state
- Same calculation used at the subgroup level to identify low-performing subgroups (“subgroup percentile”)



# Comparisons

- Schools will be grouped & compared based on the assessment(s) administered in 2018

Alcott, Willard, Thoreau and Concord Middle

- Non-high schools
  - Serving only a combination of grades 3-8
  - Administering Next-Generation MCAS tests in ELA & math
- Middle/high/K-12 schools
  - Serving grade 10 & at least one other grade 3-8
  - Administering a combination of Next-Generation & legacy MCAS tests in grades 3-8 & 10

- High schools
  - Schools in which the only tested grade is grade 10
  - Administering only legacy MCAS tests

Concord Carlisle High School

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## Criterion-referenced component

- Focus on closing the achievement gap by raising the “achievement floor”
  - Gap-closing 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
  - Identified from cohort of students who were enrolled in the school for more than one year





# Lowest performing students – cohort model

- For most schools serving grades 3-8, these students were:
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in current school in 2017 & 2018; &
  - Not a first- or second-year English learner in 2018
- Identified using a combined 2017 ELA & math average scaled score
- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the “all students” group only

# Lowest performing students – year-to-year approach

- In high schools, the cohort model cannot be used
- Improvement will be measured using a year-to-year approach based on students who were:
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in grade 10 in current school in 2018, & attended grade 9 in the same school or district in 2017; &
  - Not a first- or second-year English learner in 2018
- Identified using a combined ELA & math average scaled score
- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the “all students” group only

# Criterion-referenced component

- Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students

<b>Declined</b>	<b>No change</b>	<b>Improved</b>	<b>Met target</b>	<b>Exceeded target</b>
0	1	2	3	4

# 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	3	4	-	2	4	-
Math scaled score	2	4	-	2	4	-
Science achievement	2	4	-	-	-	-
<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>60%</b>	<b>4</b>	<b>8</b>	<b>67.5%</b>
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>20%</b>	<b>8</b>	<b>8</b>	<b>22.5%</b>
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	10%	4	4	10%
<b>Weighted total</b>	<b>6.1</b>	<b>9.6</b>	<b>-</b>	<b>4.9</b>	<b>7.6</b>	<b>-</b>
Percentage of possible points	<b>63.5%</b>		<b>-</b>	<b>64.5%</b>		<b>-</b>
<b>Criterion-referenced target percentage</b>	<b>64%</b>					

# Concord Public Schools

Progress toward Improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	<b>Achievement total</b>	<b>11</b>	<b>12</b>	<b>60.0</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	3	4	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>20.0</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>0</b>	<b>4</b>	<b>10.0</b>
Weighted total		8.2	9.6	-	5.2	7.6	-
Percentage of possible points		85%			-	68%	
Criterion-referenced target percentage		77%					
		Meeting targets					

# Criterion-referenced component calculation – high school

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA achievement	3	4	-	2	4	-
Math achievement	2	4	-	2	4	-
Science achievement	2	4	-	1	4	-
<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>40%</b>	<b>5</b>	<b>12</b>	<b>67.5%</b>
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>20%</b>	<b>8</b>	<b>8</b>	<b>22.5%</b>
Four-year cohort graduation rate	3	4	-	-	-	-
Extended engagement rate	4	4	-	-	-	-
Annual dropout rate	3	4	-	-	-	-
<b>High school completion total</b>	<b>10</b>	<b>12</b>	<b>20%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EL progress</b>	<b>2</b>	<b>4</b>	<b>10%</b>	<b>-</b>	<b>-</b>	<b>-</b>
Chronic absenteeism	3	4	-	4	4	-
Advanced coursework completion	3	4	-	-	-	-
<b>Additional indicators total</b>	<b>6</b>	<b>8</b>	<b>10%</b>	<b>4</b>	<b>4</b>	<b>10%</b>
<b>Weighted total</b>	<b>7.0</b>	<b>10.0</b>	<b>-</b>	<b>5.6</b>	<b>10.3</b>	<b>-</b>
<b>Percentage of possible points</b>	<b>70.0%</b>		<b>-</b>	<b>54.1%</b>		<b>-</b>
<b>Criterion-referenced target percentage</b>	<b>62%</b>					

# Concord Carlisle High School

Progress toward Improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	3	4	-	0	4	-
	Science achievement	4	4	-	3	4	-
	<b>Achievement total</b>	<b>11</b>	<b>12</b>	<b>47.5</b>	<b>7</b>	<b>12</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	2	4	-	2	4	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>22.5</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	3	4	-	-	-	-
	Extended engagement rate	4	4	-	-	-	-
	Annual dropout rate	3	4	-	-	-	-
	<b>High school completion total</b>	<b>10</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	0	4	-
	Advanced coursework completion	2	4	-	-	-	-
	<b>Additional indicators total</b>	<b>6</b>	<b>8</b>	<b>10.0</b>	<b>0</b>	<b>4</b>	<b>10.0</b>
Weighted total		9.0	10.7	-	5.9	10.3	-
Percentage of possible points		84%		-	57%		-
Criterion-referenced target percentage		71%					
		Partially meeting targets					

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## Categorization of schools



# Categorization of schools

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

Schools requiring assistance or intervention  
(approx. 15%)

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

**Notes:**

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



# Categorization of schools

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

Schools requiring assistance or intervention  
(approx. 15%)

	Meeting targets	Partially meeting targets	Focused/ targeted support	Broad/ comprehensive support
<p><b>Schools of recognition</b></p> <p>Schools demonstrating high achievement, significant improvement, or high growth</p> <p><b>Willard School</b></p>	<p>Criterion-referenced target percentage 75-100</p> <p><b>Alcott School</b> <b>Thoreau School</b></p>	<p>Criterion-referenced target percentage 50-74</p> <p><b>Concord Middle School</b> <b>Concord Carlisle High School</b></p>	<p>• Non-comprehensive support schools with percentiles 1-10</p> <p>• Schools with low graduation rate</p> <p>• Schools with low performing subgroups</p> <p>• Schools with low participation</p>	<p>• Underperforming schools</p> <p>• Chronically underperforming schools</p>
<p><b>2018:</b> Performance against targets reported in 2 categories (meeting &amp; partially meeting)</p> <p><b>2019:</b> Performance against targets reported in 3 categories (meeting, partially meeting, &amp; not meeting)</p>				

# Accountability Classifications

## Schools

School Name	Overall Classification	Reason for Classification	Accountability Percentile (1-99)	Overall Progress Toward Improvement Targets (%)
Concord-Alcott	Not requiring assistance or intervention	Meeting targets	96	90
Concord-Carlisle-Concord Carlisle High	Not requiring assistance or intervention	Partially meeting targets	91	71
Concord-Concord Middle	Not requiring assistance or intervention	Partially meeting targets	72	34
Concord-Thomau	Not requiring assistance or intervention	Meeting targets	96	96
Concord-Willard	Not requiring assistance or intervention	School of Recognition: Exceeding Targets	99	99

# Achievement by Subject

School Name	School Code	Subject	M+E #	M+E %	E #	E %	M #	M %	PM #	PM %	NM #	NM %	No. of Students Included	Avg. Scaled Score	Avg.SGP	Included In Avg.SGP
Concord - Alcott	00670005	ELA	185	62	67	26	128	54	43	18	1	0	239	518.2		157
Concord - Alcott	00670005	MATH	187	78	57	24	130	54	47	20	5	2	239	515.2		157
Concord - Concord Middle	00670305	ELA	534	75	187	23	367	52	158	22	19	3	711	514.4		684
Concord - Concord Middle	00670305	MATH	519	73	104	15	415	58	178	25	16	2	713	510.9		686
Concord - Thoreau	00670020	ELA	177	80	44	20	133	60	45	20	0	0	222	514.4		146
Concord - Thoreau	00670020	MATH	179	81	40	18	139	63	41	18	2	1	222	515.2		146
Concord - Willard	00670030	ELA	186	85	64	29	122	58	31	14	1	0	218	519.8		145
Concord - Willard	00670030	MATH	180	83	42	19	138	64	34	16	3	1	217	515.3		145

Concord - Alcott	00670005	SCI	56	67	34	39	24	28	26	30	3	3	67	87.4	N/A	N/A
Concord - Concord Middle	00670305	SCI	151	61	25	10	126	51	86	35	9	4	246	85.3	N/A	N/A
Concord - Thoreau	00670020	SCI	50	67	21	28	29	39	23	31	2	3	75	87.7	N/A	N/A
Concord - Willard	00670030	SCI	59	77	33	43	26	34	16	21	2	3	77	90.6	N/A	N/A

# Categorization of schools

- Previously identified Level 4 & Level 5 schools will be classified as underperforming or chronically underperforming until an exit decision is made by the Commissioner
- 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 will be classified as “insufficient data”
- Schools with low assessment participation (below 95 percent) will be classified as needing focused/targeted support
  - By subgroup & by subject
  - Using a two-year participation rate

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## Categorization of districts

# Categorization of districts

- Districts will be classified based on the performance of the district as a whole (No longer lowest performing school)
- District accountability percentiles will not be calculated
- Classified based on criterion-referenced component
  - Achievement/growth, HS completion, EL progress, advanced coursework, chronic absenteeism
  - Adjustments made for low assessment participation in subgroups (CCHS)



# Categorization of districts

## Districts without required assistance or intervention

## Districts requiring assistance or intervention

Districts without required assistance or intervention		Districts requiring assistance or intervention	
<b>Meeting targets</b>	<b>Partially meeting targets</b>	<b>Focused/ targeted support</b>	<b>Broad/ comprehensive support</b>
<b>Concord Public Schools</b>	<b>Concord Carlisle High School</b>		
Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 0-74	<ul style="list-style-type: none"><li>• Districts with low graduation rate</li><li>• Districts with low participation</li></ul>	<ul style="list-style-type: none"><li>• Underperforming districts</li><li>• Chronically underperforming districts</li></ul>
<p><b>2018:</b> Performance against targets reported in 2 categories (meeting &amp; partially meeting) <b>2019:</b> Performance against targets reported in 3 categories (meeting, partially meeting, &amp; not meeting)</p>			

### Notes:

- Performance against targets will be reported for all districts



# Thank you!

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[www.doe.mass.edu/accountability/lists-tools.html](http://www.doe.mass.edu/accountability/lists-tools.html)

