Glossary of 2024 Accountability Reporting Terms

The sections below correspond to the information displayed on the 2024 accountability reports for districts and schools. Additional information about the 2024 accountability determinations is available [on our website](https://www.doe.mass.edu/accountability/lists-tools/default.html).

# Organization Information

## Region

The region or group that the district belongs to for the purposes of coordinating assistance and support.

## Title I status

The Title I status for the district or school in the 2023-2024 school year.

## Federal designation

School accountability reports include an indication of whether the school has been assigned a federal accountability designation. The federal Every Student Succeeds Act (ESSA) requires states to identify schools as: in need of *comprehensive support and improvement (CSI)* if they have a graduation rate below 66.7 percent or if they are among the lowest performing 5 percent of Title I schools statewide; or in need of *targeted support and improvement (TSI)* if they have one or more consistently low performing student groups. A subset of TSI schools may be identified as requiring *additional* *targeted support and improvement (ATSI)* if one or more of their consistently low performing student groups demonstrates performance below that of the 5th percentile Title I school. Districts do not receive a federal designation.

# Accountability information

## Overall classification

All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention.

## Reason for classification

### School of recognition

A subset of schools classified as not requiring assistance or intervention are recognized for their academic accomplishments. Schools of recognition demonstrate high achievement and high growth and meet or exceed targets.

### Meeting or exceeding targets

A district or school is identified as meeting or exceeding targets if it has a criterion-referenced target percentage of 75 percent or higher and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

### Substantial progress toward targets

A district or school is identified as making substantial progress toward targets if it has a criterion-referenced target percentage from 50 to 74 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

### Moderate progress toward targets

A district or school is identified as making moderate progress toward targets if it has a criterion-referenced target percentage from 25 to 49 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

### Limited or no progress toward targets

A district or school is identified as making limited or no progress toward targets if it has a criterion-referenced target percentage below 25 percent and has not otherwise been identified as requiring assistance or intervention due to low overall performance, low student group performance, low graduation rates, or low assessment participation.

### Focused/targeted support

A school is identified as in need of focused/targeted support if it: is among the lowest performing 10 percent of schools statewide, as measured by the accountability percentile; has one or more student groups with a student group percentile of 5 or below; has a low graduation rate for all students (below 66.7 percent); and/or has low assessment participation (below 95 percent) for all students or for one or more student groups. A district is identified as in need of focused/targeted support if it has a low graduation rate for all students (below 66.7 percent), and/or has low assessment participation (below 95 percent) for all students or for one or more student groups. Schools and districts identified as in need of focused/targeted support receive an overall classification of requiring assistance or intervention.

### Broad/comprehensive support

A school is identified as in need of broad/comprehensive support if it is designated underperforming or chronically underperforming by the Commissioner of Elementary and Secondary Education. A district is identified as in need of broad/comprehensive support if it is designated underperforming or chronically underperforming by the Board of Elementary and Secondary Education. Schools and districts identified as in need of broad/comprehensive support receive an overall classification of requiring assistance or intervention.

### Insufficient data

A district or school is identified as having insufficient data if it is new, very small, or does not serve tested grades.

## Progress toward improvement targets

Progress toward improvement targets is reported as the degree to which targets are met, using a criterion-referenced measure of performance. The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner (EL) progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be meeting or exceeding targets, it must have a criterion-referenced target percentage of 75 percent or higher.

## Accountability percentile

An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school’s overall performance relative to other schools that administer similar assessments and is calculated using up to two years of data for all accountability indicators. Accountability percentiles are not calculated for districts, or for any school without sufficient achievement and growth data in English language arts (ELA) and mathematics.

# Overall results

## Overall progress toward improvement targets

The criterion-referenced target percentage measures a district’s or school’s progress toward improvement targets, which are set by the Department.

### Annual criterion-referenced target percentage

The annual criterion-referenced target percentage measures each district’s and school’s progress toward improvement targets. For 2024 reporting, most districts and schools have two annual criterion-referenced target percentages: one for 2023 (measuring change from 2022 to 2023), and one for 2024 (measuring change from 2023 to 2024).

For every district and school, improvement targets are set for each accountability indicator. Based on each target and the district’s or school’s actual performance, DESE assigns 0 to 4 points for each indicator. For the All Students group, the actual points earned and the total possible points are reported for each indicator. The points earned are combined, weighted, and calculated into a percentage of possible points for the All Students group. The same is done for the lowest performing students group. The two percentage of possible points values are averaged, resulting in the criterion-referenced target percentage. A criterion-referenced target percentage of 75 or higher indicates that on average, the district or school is meeting or exceeding targets for each accountability indicator. Criterion-referenced target percentages for districts and schools without data for the lowest performing students group are based on data for the All Students group only.

For districts and for any school that serves a combination of grades 3 through 8 and grades 9 through 12, progress toward targets for each of the accountability indicators is measured separately for the non-high school gradespan and high school gradespan, resulting in one criterion-referenced target percentage for the non-high school gradespan and one for the high school gradespan. Those values are then weighted according to the proportion of enrolled students in the district or school and are combined into a single criterion-referenced target percentage for the district or school. Accountability reports display criterion-referenced target percentages as a whole number.

### Weight

The weight applied to each annual criterion-referenced target percentage used in the cumulative criterion-referenced target percentage calculation. For 2024 reporting, more weight is given to data from the most recent year (e.g., 40 percent for 2023 and 60 percent for 2024).

### Cumulative criterion-referenced target percentage

The cumulative criterion-referenced target percentage represents the degree to which targets have been met over multiple years. Using the annual criterion-referenced target percentages from 2023 and 2024, DESE produces a single, cumulative criterion-referenced target percentage that represents the district’s or school’s overall progress towards improvement targets. If a district or school only has a 2024 annual criterion-referenced target percentage, that percentage serves as the cumulative criterion-referenced target percentage. Accountability reports display criterion-referenced target percentages as a whole number.

### Lowest performing students

Accountability results for districts and schools serving non-high school grades will include data for the *lowest performing students* group. This group represents the lowest-performing 25 percent of eligible students (or 20 students, whichever is greater) who were enrolled and assessed in the same district or school in consecutive years.

# Student group results

## Student groups

Accountability determinations are made for the district or school as a whole and for up to 11 student groups. Data are reported for each student group in a district or school that has sufficient data (e.g., groups of 20 or more students).

## Student group percentiles

Student group percentiles are used to identify schools with low-performing student groups. The student group percentile is calculated using the same methodology used to calculate the accountability percentile and measures a group’s overall performance relative to the performance of the same student group statewide in schools that serve similar grades (e.g., comparing the low income student group in one high school to all other low income student groups in high schools statewide). Any school with one or more groups with a percentile of 5 or below is identified as in need of focused/targeted support.

## Overall progress toward improvement targets

For each student group in a district or school, progress toward improvement targets is reported using the criterion-referenced target percentage. The overall accountability determination for a student group is reported as the degree to which targets have been met using results for all students in the student group.

# Detailed data for each indicator

## Achievement (English language arts, mathematics, and science)

Students in grades 3 through 8 and 10 take MCAS assessments in ELA, mathematics, and science, and achievement on these assessments is reported separately for each subject using the average composite scaled score. The average composite scaled score ranges from 440 to 560, is reported at the district, school, and student group level, and is calculated by averaging the scaled scores for all students who participated in MCAS and MCAS-Alt assessments in that subject.

### 2023 Achievement

The average composite scaled score for the group in 2023.

### 2024 Achievement

The average composite scaled score for the group in 2024.

### Change

The change in achievement from the prior year to the current year.

### Target

The achievement target for the group in the current year.

### N

The number of students whose assessment results were included in the 2024 achievement calculation for a given student group. For schools, this number includes only those students enrolled in the school on or before October 1 who were assessed using the MCAS or MCAS-Alt tests in the same school. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense) and any students who participated in MCAS or MCAS-Alt while enrolled in the district, regardless of when they enrolled. Additionally, all English Learners (ELs) in their first year of U.S. schooling are excluded from the N figure for any school or group, as are students who did not complete testing. A group must have results for at least 20 students for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points). For achievement results, the reason for the point assignment includes an indication of the type of target the Department set for the group (i.e., *Recovery Path* or *Path Forward*).

## Growth (English language arts and mathematics)

All groups (districts, schools, and student groups) are expected to demonstrate annual growth in student performance. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students’ achievement has grown or changed over time. SGPs are reported separately for ELA and mathematics at the district, school, and student group level.

### 2024 Mean SGP

The average SGP for the group in 2024.

### N

The number of students whose assessment results were included in the 2024 growth calculation for a given student group. This number includes only those students enrolled in the school or district on or before October 1 and who were assessed in the same school or district. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense). Students who do not have two consecutive years of assessment results, including the most recent year, are excluded from the N figure (for example, students in grade 3). A group must have results for at least 20 students for data to be reported for this indicator.

### Points

The points awarded to the group (0, 1, 2, 3, or 4).

### Reason

A description of the group’s student growth results: Exceeded Typical Growth (4 points); Typical Growth – High (3 points); Typical Growth – Low (2 points); Low Growth (1 point); or Very Low Growth (0 points).

## Four-year cohort graduation rate

Accountability determinations for districts and schools serving grades 9 through 12 include four-year cohort graduation rate data. For accountability determinations in any given year, high school completion data are lagged. The 2024 accountability determinations use the four-year cohort graduation rate from 2023.

### 2022 Rate

The cohort graduation rate for the group in 2022.

### 2023 Rate

The cohort graduation rate for the group in 2023.

### Change

The change in the cohort graduation rate from the prior year to the current year.

### Target

The four-year cohort graduation rate target for the group in the current year.

### N

The number of students in the cohort. A group must have at least 20 students enrolled for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

## Extended engagement rate

Accountability determinations for districts and schools serving grades 9 through 12 include extended engagement rate data. Theextended engagement rate is the sum of the five-year cohort graduation rate plus the percentage of students from the cohort that remain enrolled after five years. For accountability determinations in any given year, high school completion data are lagged. The 2024 accountability determinations use the extended engagement rate from 2022.

### 2021 Rate

The extended engagement rate for the group in 2021.

### 2022 Rate

The extended engagement rate for the group in 2022.

### Change

The change in the extended engagement rate from the prior year to the current year.

### Target

The extended engagement graduation rate target for the group in the current year.

### N

The number of students in the cohort. A group must have at least 20 students enrolled in order for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

## Annual dropout rate

Accountability determinations for districts and schools serving grades 9 through 12 include annual dropout rate data. For accountability determinations in any given year, high school completion data are lagged. The 2024 accountability determinations use the annual dropout rate from 2023.

### 2022 Rate

The annual dropout rate for the group in 2022.

### 2023 Rate

The annual dropout rate for the group in 2023.

### Change

The change in the annual dropout rate from the prior year to the current year.

### Target

The annual dropout rate target for the group in the current year.

### N

The number of students in the group. A group must have at least 20 students enrolled for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

## Progress toward attaining English language proficiency

Districts and schools that have at least 20 English learners with results from the ACCESS for ELLs assessment will have a measure of progress made by ELs toward achieving English proficiency. This is measured by calculating the percentage of students who meet annual targets that keep them on track to attaining English proficiency over six years, based on results from the ACCESS for ELLs assessment. Data are reported for this indicator for the All Students and the EL and Former EL groups only.

### 2023 Rate

The percentage of students meeting annual English language proficiency targets in 2023.

### 2024 Rate

The percentage of students meeting annual English language proficiency targets in 2024.

### Change

The change in the rate from the prior year to the current year.

### Target

The target rate for the group in the current year.

### N

The number of students in the group. A group must have ACCESS for ELLs results for at least 20 students for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

## Chronic absenteeism

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. The chronic absenteeism rate includes both excused and unexcused absences and is calculated for students in grades 1 through 12. To be included in a school’s chronic absenteeism rate, a student must be enrolled in the school for at least 20 days at any point in the school year. However, if a student is enrolled in multiple schools within the same district in a single school year, the student is excluded from school-level chronic absenteeism rates but is included in the district rate.

### 2023 Rate

The percentage of students who were chronically absent in 2023. This rate represents the percentage of students who missed 10 percent or more of their days in membership in the 2022-2023 school year.

### 2024 Rate

The percentage of students who were chronically absent in 2024. This rate represents the percentage of students who missed 10 percent or more of their days in membership in the 2023-2024 school year.

### Change

The change in the chronic absenteeism rate from the prior year to the current year.

### Target

The chronic absenteeism rate target for the group in the current year.

### N

The number of enrolled students in the group. A group must have at least 20 students enrolled for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

## Advanced coursework completion

District and school accountability determinations include a measure of advanced coursework completion. This indicator is reported as the percentage of all students enrolled in 11th and 12th grade that achieve a passing score in at least one advanced course, including but not limited to Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for post-secondary credit, Chapter 74-approved vocational/technical secondary cooperative education programs and Articulation Agreement courses, and other DESE-selected rigorous courses. This indicator is included in the results for any district, school, or student group enrolling students in grades 11 and 12.

### 2023 Rate

The percentage of 11th and 12th grade students who completed advanced coursework in 2023.

### 2024 Rate

The percentage of 11th and 12th grade students who completed advanced coursework in 2024.

### Change

The change in the advanced coursework completion rate from the prior year to the current year.

### Target

The advanced coursework completion rate target for the group in the current year.

### N

The number students in the group. A group must have at least 20 students enrolled in 11th and 12th grade for data to be reported for this indicator.

### Points

The points awarded to the group for making improvement relative to the group’s own annual target (0, 1, 2, 3, or 4). To be considered on target, a group must earn 3 points. A group that scores above target is awarded 4 points.

### Reason

A description of the group’s improvement relative to its own annual target: Exceeded Target (4 points); Met Target (3 points); Improved Below Target (2 points); No Change (1 point); or Declined (0 points).

## Assessment participation

Assessment participation rates are calculated separately for ELA, mathematics, and science, for each district and school with at least 20 students enrolled in tested grades. Each district and school as a whole is expected to maintain a participation rate of 95 percent or higher for each subject-area test.

At the student group level, assessment participation is calculated for the group, with all subjects combined (e.g., measuring the percentage of ELA, mathematics, and science tests combined that were taken by the group). Rates are calculated for each student group that has 20 or more students enrolled in at least one subject. Each district and school is expected to maintain a combined-subject participation rate of 95 percent or higher for each student group.

Regardless of the reporting level (e.g., overall district or school rates or student group rates), participation is calculated two ways for use in accountability determinations. First, the 2024 participation rate is calculated. If the actual 2024 participation rate is lower than 95 percent, that rate will be compared to the most recent two-year assessment participation rate for the group or subject (e.g., the sum of the 2023 and 2024 tested students, divided by the sum of the 2023 and 2024 enrolled students). The higher of the two resulting rates will be factored into the district’s or school’s overall accountability determination.

Any district or school with a participation rate below 95 percent for the district or school as a whole or for any student group will be classified as requiring assistance or intervention, regardless of its performance on other accountability measures. For accountability purposes, participation calculations include district, school, and student group participation in MCAS and ACCESS for ELLs assessments.

### Enrolled

The number of students enrolled in the group who were expected to participate in the assessment in 2023. At the district or school level, there must be at least 20 students enrolled for data to be reported for this measure. At the student group level, there must be 20 students enrolled in at least one subject for data to be reported for this measure.

### Assessed

The number of students who participated in the assessment in 2024.

### %

The percentage of students who participated in the assessment in 2024.

### Met Target?

An indication of whether the group met the 95 percent participation rate requirement, reported as “Yes” or “No.”

### Years in Rate

An indication of whether the group’s participation rate is based on one or two years of assessment data, reported as “1” or “2.”