Understanding Massachusetts’ New Accountability Measures

In February 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind law. Through the waiver, we have unified state and federal requirements, allowing us to tailor our accountability and assistance system to better meet the needs of our local school districts and focus supports for the state’s lowest performing schools and districts.

Narrowing proficiency gaps by the year 2017

Massachusetts has replaced the No Child Left Behind (NCLB) goal of 100 percent of students reaching proficiency by the 2013-14 school year with the goal of reducing proficiency gaps by half by the end of the 2016-17 school year.

Accountability & assistance levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels, with the highest performing in Level 1 and lowest performing in Level 5.

Commendation Schools

High achieving, high growth, gap narrowing schools
(subset of Level 1)

Level 1

Meeting gap narrowing goals
(for all and high needs students)

Level 2

Not meeting gap narrowing goals
(for all and/or high needs students)

Level 3

Lowest performing 20% of schools
(Including lowest performing subgroups)

Level 4

Lowest performing schools
(subset of Level 3)

Level 5

Chronically underperforming schools
(subset of Level 4)

The proficiency gap is the distance between a group's current proficiency level and 100 percent proficiency. We will measure the progress of districts and schools for all students and up to 11 student subgroups, including a new “high needs” subgroup.

Visit [www.doe.mass.edu/apa/accountability](http://www.doe.mass.edu/apa/accountability) for more information.
Massachusetts’ New Accountability Measures

The progress and performance index (PPI)

Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). The PPI combines information on up to seven indicators:

- narrowing proficiency gaps in English language arts, mathematics, and science;
- growth in English language arts and mathematics;
- annual dropout rates; and
- cohort graduation rates.

Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring Warning/Failing and/or by increasing the percentage of students scoring Advanced on English language arts, mathematics, or science MCAS tests. Schools are classified into Levels 1 and 2 based on the PPI for all students and the high needs group.

School percentiles

School percentiles (1-99) are reported for most schools. This number is an indication of the school’s overall performance relative to other schools that serve the same or similar grades.

1st Percentile Lower performing schools

99th Percentile Higher performing schools

(Most schools)

Because schools are only being compared to other schools within the same grade span, it would not be accurate to use a school percentile to determine where a school falls in relation to all other schools in the state. Also, school percentiles are only calculated for schools with at least four years of data, not all schools.

Talking points for school and district leaders

- The goal of reducing proficiency gaps by half is ambitious, yet attainable
- Every school’s percentile and PPI tells a different story. Schools with lower percentiles but higher PPIs for all student groups are making steady improvement. Schools with higher percentiles but lower PPI scores are high performing, but have more work to do to support student success.
- Massachusetts uses percentiles to help focus supports on the state’s lowest performing schools; so can districts.
- Massachusetts uses school grade spans (elementary schools, elementary/middle schools, middle schools, middle/high schools and high schools) to fairly compare the performance of schools serving the same or similar grades.
- Massachusetts is committed to monitoring the effectiveness of our new system. If we do not see continuous improvement across the spectrum of schools in the state, we will adjust the system as necessary.