



Technical Manual for the 2006 Adequate Yearly Progress (AYP) Determinations

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1. Introduction

1.1 Massachusetts School and District Accountability System

The Commonwealth's Constitutional duty, as affirmed in *McDuffy v. Board of Education* and codified in the landmark Massachusetts Education Reform Act of 1993 (G.L. c. 69, s.1J and 1K), is to ensure that every public school in the Commonwealth provides, to each child enrolled, learning opportunities of sufficient quality, quantity and design that each student, with active participation and reasonable effort, may acquire the knowledge and skills needed to demonstrate grade level proficiency or higher in core academic subjects, as defined by Massachusetts' student performance standards.

The No Child Left Behind Act of 2001 (NCLB) required the Commonwealth of Massachusetts to develop a system for implementing the accountability provisions of NCLB by creating a single definition of Adequate Yearly Progress (AYP) for all schools and districts throughout the state. This definition includes annual targets for academic achievement, participation in assessments, graduation rates for high schools, and at one other academic indicator for elementary and middle schools. NCLB requires Massachusetts to review annually the status of every school, using these defined benchmarks, in order to ensure that the school is making adequate progress toward achieving the goal of proficiency in English language arts (ELA) and mathematics for all students by the 2013-14 school year.

The Massachusetts School and District Accountability System enables policymakers, parents, and the public to assess the effectiveness and monitor the improvement of all public schools and districts, hold school leaders accountable for that performance and improvement, and to identify where State intervention is needed.

To fulfill its accountability mandate, the Massachusetts Department of Elementary and Secondary Education ("the Department"):

- Establishes standards against which school performance can be fairly and reliably measured
- Regularly measures school performance and identifies schools not meeting minimum performance standards
- Supports the efforts of school and district leaders to improve the quality of educational services and supports delivered in schools where performance is below state standards
- Intervenes, where needed, to direct changes in leadership, curriculum, instruction, student services, and organizational management to establish conditions likely to improve the quality and efficacy of teaching and learning in low performing schools

1.2 Adequate Yearly Progress (AYP)

NCLB established the years between 2002 and 2014 as the period within which all states are expected to enhance teaching and learning so that all students attain proficiency in English language arts and mathematics, as measured by standards-based state assessments. In the Commonwealth of Massachusetts, NCLB requirements have been met through enhancements to the Massachusetts School and District Accountability System, which was adopted in 1999.

The system is designed to gauge the progress of schools and districts toward helping all students in the Commonwealth to reach proficiency in ELA and mathematics by 2014, the principal goal of NCLB.

The Commonwealth divided the period from 1998 to 2014 into eight two-year cycles, and set intermediate performance targets for each cycle. To make Adequate Yearly Progress (AYP), districts, schools, and subgroups must meet these intermediate targets, or demonstrate improvement at a rate that puts them “on target” for all students to reach proficiency by 2014.

To receive an affirmative 2006 Cycle IV AYP determination, schools and districts had to meet a student participation requirement, an additional attendance or graduation requirement, and either the State’s Cycle IV performance target for that subject or the district, school, or subgroup’s own Cycle IV improvement target.

2. Glossary of Terms

Accountability Report

School-and district-level reports, based on aggregate student performance on Massachusetts Comprehensive Assessment System (MCAS) English language arts (ELA) and mathematics tests, issued at the end of every two-year cycle through Cycle IV (2005 and 2006). Accountability reports show performance and improvement ratings for all public schools and districts. These ratings are descriptive terms used to track progress toward meeting the goal of all students achieving proficiency in ELA and mathematics by the year 2014. (See *Improvement Rating, Performance Rating*).

Accountability Status

The category to which a school is assigned based on its AYP determinations over multiple years, to define the required course of school, district and/or state action that must be taken to improve student performance. Accountability status categories include identified for *Improvement, Corrective Action* and *Restructuring*. Schools that make AYP in a subject for all student groups for two or more consecutive years are assigned to the positive *No Status* category. A district or school may be placed in an accountability status on the basis of the performance and improvement profile of students in the aggregate or of one or more student subgroups over two or more years in ELA and/or mathematics.

Adequate Yearly Progress (AYP)

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in ELA and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals.¹

AYP History

As shown on school and district AYP reports, a snapshot of the years between 1999 and 2006. A finding of “Yes” or “No” in a given year indicates if the school or district made AYP.

Attendance

As shown on school and district AYP reports, the additional AYP indicator for elementary and middle schools. Attendance rates are calculated by dividing the total number of days all students attended school by the total number of days all students were enrolled.

Competency Determination (CD)

See *Graduation Rate*

Composite Performance Index (CPI)

A 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment (MCAS-Alt) (the MCAS-Alt Index) and is a measure of the extent to which students are progressing toward proficiency in ELA and mathematics, respectively.

Composite Performance Index (CPI) Baseline

Represents the combined performance, as measured in terms of the CPI, of students tested in the two years of the previous 2-year rating cycle. The baseline for Cycle IV (2005 and 2006) is the Cycle III CPI (2003 and 2004).

Baseline CPIs are established separately for ELA and for mathematics. A Cycle IV ELA baseline CPI is calculated using the MCAS scores of students tested in grades 3, 4, 7, and 10 in the spring of 2003 and 2004, respectively. A Cycle IV mathematics baseline CPI is calculated using the MCAS scores of students tested in grades 4, 6, 8, and 10 in the spring of 2003 and 2004, respectively.

¹ Prior to 2003, AYP determinations were based solely on aggregate student performance.

CPI Change

As shown on school and district AYP reports, the difference between a group's baseline CPI and its performance CPI for the current cycle. The CPI change figure is compared to a group's gain target to establish whether the group met its Improvement Target.

Cycle IV

NCLB established the years between 2002 and 2014 as the period within which states must help all students attain proficiency in ELA and mathematics. To align its existing accountability system with NCLB, the Commonwealth set intermediary performance targets for each 2-year cycle between 1998, when the Massachusetts School and District Accountability System was adopted, and 2014.

The state issues AYP determinations every year, and at the end of each 2-year cycle the state issues performance and improvement ratings in addition to AYP determinations. Fall 2006 marks the end of Cycle IV, encompassing the 2004-05 and 2005-06 school years.²

Enrollment

An indication of a student's membership at the district and school levels. Districts maintain student enrollment data as collected through the Department's Student Information Management System (SIMS). Enrollment counts serve as the basis for calculating school and district attendance rates (See *Attendance*).

Error Band

As shown on data reports created by the Department, the improvement that a district, school, or subgroup has to make from one cycle to another, expressed as a target range. (See *On Target Range*) This range includes an "error band" that surrounds the target number. Schools, districts, and subgroups have the opportunity to meet their improvement targets even if their CPI falls below the target number. Error bands vary between 1.0 and 4.5, depending on the size of the group measured and whether that group is at the school or district level. Error bands are applied to a group's gain target, not its CPI.

Gain Target

As shown on data reports created by the Department, the amount of improvement—as measured in CPI points—a school, district, or student subgroup is expected to make in a two-year cycle. Gain targets are calculated by subtracting the baseline CPI from 100 (the year 2014 performance target for all Massachusetts schools and districts), and dividing the difference by the number of remaining cycles, including the current cycle, until the year 2014. For Cycle IV, that number is five. Gain targets are set separately for ELA and mathematics. The Gain target at mid-cycle is 2/3 of the end-of-cycle target.

² Beginning with the 2006-07 school year, the Department will measure school, district, and subgroup improvement based on annual targets.

Graduation Rate

The Competency Determination (CD) attainment rate is the state's federally approved interim additional AYP indicator for high schools in 2006.³ The CD rate required to make AYP in 2006 is 70%. Determinations are made for groups of six or more students.

The CD is one of two criteria (the other being the fulfillment of local requirements) required by the Department as a condition for high school graduation in 2006. The standard way for a student to earn a CD is to earn a scaled score of 220 or higher on grade 10 MCAS tests or retests in ELA and mathematics, or successfully submit a grade 10 MCAS Performance Appeal. A CD is awarded to high school students who pass both the Grade 10 ELA and Mathematics MCAS tests (including students who pass the Grade 10 MCAS Retest). (See *Figure 5 – Graduation Rate Calculation*)

CD rates are calculated by dividing the number of Grade 12 students who received a CD by the total number of students enrolled in Grade 12 in the school as of October 1 of the same school year. Calculations do not include transferred, deceased, or foreign students. (CD rates are not comparable to multi-year cohort graduation rates.)

Improvement Rating

Descriptive term derived by comparing baseline performance to end-of-cycle performance. Through 2006 improvement ratings are issued in even-numbered years at the end of each 2-year cycle. Once the amount of improvement is calculated for each content area and the appropriate error band applied, the resulting score is matched to one of five improvement rating categories: *Above Target*; *On Target*; *Improved Below Target*; *No Change*; *Declined* (See *Performance Rating*).

Improvement Target

See *Gain Target*

Massachusetts Comprehensive Assessment System (MCAS)

The Commonwealth's student academic assessment program. In 2006 school and district performance and improvement calculations are based on the combined results of operational MCAS tests administered in 2005 and 2006: In ELA, grades 3, 4, 7, and 10; in mathematics, grades 4, 6, 8, and 10.

³ Beginning with the 2006-07 school year, the Department will use cumulative 4-year high school graduation rates as the additional indicator for high schools and for the 9-12 grade span for districts.

Measured Progress, Inc.

The Commonwealth's test contractor for the development and implementation of the Massachusetts Comprehensive Assessment System (MCAS) since 2004. Measured Progress also manages the Massachusetts English Proficiency Assessment (MEPA) (since 2003).

MCAS-Alternate Assessment (MCAS-Alt)

While the majority of students with disabilities take standard paper and pencil MCAS tests, either with or without accommodations, the MCAS-Alt is used to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in the standard MCAS testing program. According to federal rules, up to 1% of the student population assessed using the MCAS-Alt may be included in AYP determinations using the MCAS-Alt Index.

The MCAS-Alt is a portfolio review of student work and other student data, designed to measure knowledge of the key concepts and skills outlined in the learning standards of the Massachusetts Curriculum Frameworks. The portfolio consists of a structured collection of products, compiled throughout the school year, that document the student's performance of skills and understanding based on the Curriculum Framework in the content area being assessed. Evidence is organized in a portfolio according to the standards specified for assessment in each content area, and includes the following products and information: Data charts showing the student's performance over time on tasks based on the learning standard being assessed; work samples, video/audio clips, and/or photographs showing the student's performance on tasks based on the learning standard being assessed; and descriptive notes provided by the teacher, examples of materials and tools used by the student, reflection sheets, and other supporting documentation at the discretion of the teacher. The creation of portfolios is guided by the *Educator's Manual for MCAS-Alt*, updated annually, distributed at Department-sponsored training events, and posted at www.doe.mass.edu/mcas/alt.

MCAS-Alt Index

A measure of the distribution of student performance among students with significant cognitive impairments (up to 1% of all students assessed statewide) who demonstrate performance equivalent to each of the five MCAS Alternate Assessment performance levels (*Progressing, Emerging, Awareness, Portfolio Incomplete, Portfolio not Submitted*). The number of students at each MCAS-Alt performance level is multiplied by the number of MCAS-Alt Index points associated with each and divided by the total number of students. The result is a number between 0-100, called the MCAS-Alt Index.

MCAS Megafile

The Commonwealth's electronic repository of student-level academic assessment data, upon which secondary analyses and aggregations of MCAS Megafile data are performed in fulfillment of federal, state, and local reporting requirements, and for research and policy-making purposes.

Met Target (Improvement)

To make AYP, schools, districts, and subgroups have to meet either the Cycle IV State Performance Target or their own improvement target for ELA and for mathematics, respectively. A school, district, or subgroup's Cycle IV improvement target is calculated by adding its gain target to its baseline CPI. A "Yes" or "No" assigned to a district, school, or subgroup on AYP reports in the improvement column indicates whether the group made AYP for improvement.

Met Target (Performance)

To make AYP, schools, districts, and subgroups have to meet either the State Performance Target or their own Cycle IV improvement targets for ELA and for mathematics, respectively. In Cycle IV (2004-05 and 2005-06), the State Performance Target for ELA is a CPI of 80.5 points. For mathematics, the State Performance Target is 68.7. A "Yes" or "No" assigned to a district, school, or subgroup on AYP reports in the performance column indicates whether the group made AYP for performance.

N

As shown on school and district Cycle IV AYP reports, represents the number of students whose academic assessment results are included in the CPI calculation for Cycle IV (2004-05 and 2005-06). At the school level, this number includes only those students enrolled on or before October 1 of the academic year in which the test is administered. The results of first-year limited English proficient (LEP) students are also excluded.

No Child Left Behind (NCLB)

Signed into law by President George W. Bush on January 8, 2002, NCLB is the principal federal law affecting public education from kindergarten through high school. NCLB is built on four pillars: expanded local control and flexibility; doing what works based on scientific research; accountability for results; and more options for parents. The goal of NCLB is to help all students to proficiency in ELA and mathematics by the year 2014.

No Determination

Districts, schools, and student subgroups that did not meet minimum sample size requirements for Cycle IV did not receive a 2006 AYP determination. AYP determinations are calculated for student populations in the aggregate whenever the number of students assessed is 20 or greater in each year for which performance data are analyzed. 2006 AYP determinations are calculated for subgroups if they include (1) 40 students or greater assessed in 2005 and 2006, and (2) the number of subgroup members is at least 5% of students whose assessment results are included in the school's or district's aggregate AYP calculation, or (3) the number of subgroup members is 200 or more.

On Target Range

As shown on data reports provided to schools and districts, the range of CPI values required for a group to be assigned an improvement rating of *On Target*, taking into consideration the error band surrounding each group's gain target. The smaller number represents the gain target minus the error band, while the larger number represents the gain target plus the error band. If the Cycle IV CPI of a district, school, or student subgroup falls within the *On Target Range*, the group is assigned the *On Target* designation.

Participation

A required component of AYP calculations, indicate the number of students who participated in MCAS/MCAS-Alt tests (# assessed) divided by the number of students enrolled (# enrolled) on the date MCAS tests are administered, including LEP students enrolled in U.S. schools for the first time. As a matter of federal law, the minimum participation rate required to make AYP is 95%.

Performance Level

Student results on MCAS and MCAS-Alt tests are assigned one of four performance levels:

- MCAS performance levels in grades 4-8 and 10 – *Advanced, Proficient, Needs Improvement, or Warning/Failing*.
- For grade 3 only, a fourth performance level is assigned for the first time in 2006. This new level is *Above Proficient*.

MCAS-Alt performance levels (called *alternate achievement standards*) provide information that allows meaningful interpretation of student achievement and the progress these students have made in learning the academic skills and content addressed by all students at that grade level, even though the skills and content have been addressed well below the grade-level expectations of their peers – *Progressing, Emerging, Awareness, or Portfolio Not Submitted*.

Performance Rating

Issued in even-numbered years at the end of each 2-year cycle, a descriptive representation of aggregate student performance on MCAS tests. Schools and districts are assigned one of six performance rating categories based on their CPI scores: *Very High* (90 - 100); *High* (80 - 89.9); *Moderate* (70 - 79.9); *Low* (60 - 69.9); *Very Low* (40 - 59.9); and *Critically Low* (0 - 39.9) (See *Improvement Rating*).

Performance Target

See *State Performance Targets*

Portfolio Feedback Form (PFF)

Completed by scorers of MCAS-Alt assessments. PFFs are returned to teachers in each student's work portfolio and contain direct feedback from a scorer who reviewed the portfolio (See *MCAS-Alt*).

Safe Harbor

When students in the aggregate or any student subgroup in a school or district meet the participation requirement, but failed to meet the State Performance Target or its own gain target but the percentage not scoring in the proficient range decreased by 10% or more from one year to the next, the group is considered to have met its improvement target on the basis of the NCLB safe harbor provision. As shown on school and district AYP reports, the abbreviation "SH" is appended to the subgroup's AYP finding for improvement (i.e., "Yes/SH").

Security Portal

The Department's secure, online data transmittal application used by authorized school and district personnel to submit and review data, (e.g., MCAS, SIMS, AYP, NCLB Report Cards, etc.).

State Assigned Student Identifier (SASID)

Unique identifier assigned to each student receiving a publicly funded education in the Commonwealth of Massachusetts. (See *SIMS*)

State Performance Targets

State performance targets for ELA and mathematics are set for each two-year period between 1998 and 2014. These targets establish benchmarks toward the NCLB goal of all students scoring *Proficient or Advanced* by 2014. (See *Figure 2 – State Performance Targets for ELA and Mathematics, 2001-2014*)

Student Information Management System (SIMS)

Student-level data collection system that allows the Department to collect and analyze more accurate and comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. SIMS has two components:

- A unique student identifier for all students receiving a publicly funded education in the Commonwealth, and
- Transmissions of data from districts to the Department for all students via the Security Portal.

Students with Significant Cognitive Impairments

For purposes of the State's MCAS and MCAS-Alt, a student with a disability has either an Individualized Education Program (IEP) provided under the Individuals with Disabilities

Education Act (IDEA) or a plan provided under Section 504 of the Rehabilitation Act of 1973. If a student is (A) generally unable to demonstrate knowledge and skills on a paper-and-pencil test, even with accommodations, and (B) is working on learning standards that have been substantially modified due to the nature and severity of his or her disability, and is (C) receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills, then the student should take the MCAS-Alt in a given subject.

Subgroup

In accordance with NCLB, the State reports AYP data for all students in a school or district (the “aggregate”) and for eight student subgroups: low income, limited English proficient, special education, African American/Black, Asian or Pacific Islander, Hispanic or Latino, Native American, or white. A student’s results are counted toward each subgroup to which they belong.

The Department issues AYP determinations for student subgroups if they included (1) 40 students or greater assessed in 2005 and 2006, and (2) the number of subgroup members is at least 5% of students whose assessment results are included in the school or district aggregate AYP calculations, or (3) the number of subgroup members is 200 or more.

3. Indicators

This section describes the four indicators used to determine whether a school or district makes Adequate Yearly Progress (AYP) in 2006: (A) a student participation requirement; and (B) either the State’s Cycle IV performance target for that subject, or (C) the district, school, or subgroup’s own Cycle IV improvement target; and (D) an additional attendance or graduation requirement.

AYP is represented by the formula: $A + (B \text{ or } C) + D = \text{Affirmative AYP Determination}$.

Table 1 – How AYP Determinations Are Calculated

A + (B or C) + D = Affirmative AYP Determination

A	Participation Rate 95% or greater participation in Massachusetts Comprehensive Assessment System (MCAS) and MCAS-Alternate Assessment (MCAS-Alt) tests
+	
B	Performance 80.5 or greater Composite Performance Index (CPI) in ELA; 68.7 or greater CPI in mathematics
Or	
C	Improvement Meet or exceed Cycle IV Improvement Target (Specific to schools, districts and subgroups)
+	
D	Additional Indicator Grades 1-8: 92% or higher attendance rate, or 1% improvement over 2005 High School: 70% or higher Competency Determination (CD) rate

3.1 Participation (A)

Participation rates represent the number of students who participated in all 2006 MCAS ELA or Mathematics tests, or who participated in the MCAS-Alt, divided by the number of students enrolled on the dates MCAS and MCAS-Alt tests are administered. The minimum participation rate required for a student group to make AYP is 95%.⁴

⁴ Certain clarifications apply: (1) Limited English Proficient (LEP) students in their first year of U.S. schooling are treated as participants in ELA tests as long as they have participated in Massachusetts English Proficiency Assessments (MEPA); (2) students who transferred out and did not complete the entire test (those with a performance level of Incomplete) are neither in the numerator nor the denominator; (3) students who participated in MCAS-Alt are treated as participants, as long as a portfolio was submitted; (4) students who were absent from testing – those with performance levels of ABS (Absent) or MED (Medically-Excused Absence) – are not considered participants.

Figure 1 – Participation Rate Calculation

# Students participating in 2006 MCAS ELA and mathematics tests (Assessed)	+	# Students participating in 2006 MCAS-Alt tests (Assessed)	+	LEP students enrolled in U.S. schools for the first time
# Students enrolled throughout the MCAS test administration window (Includes absent students)				

3.2 Performance (B)

Student performance is measured using the CPI, a 100-point index that combines the Proficiency Index, scores of students who participate in standard MCAS ELA and mathematics tests, with the MCAS-Alt Index, scores of those who take the MCAS-Alt. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is generated separately for ELA and mathematics, and for all levels – state, district, school, and student subgroup.

The CPI is calculated by determining, in each subject for each student group, the following:

1. The number of students who took standard MCAS tests who performed at each of the five proficiency levels set out in Table 2a and multiplying the number at each level times the proficiency index points associated with that level (See *Table 2a – Proficiency Index Points*);
2. The number of students who participated in the MCAS-Alt for reasons other than significant cognitive impairments who demonstrated performance equivalent to each of the five performance levels set out in Table 2a and multiplying the number at each level times the proficiency index points assigned to that level (See *Table 2a*); and
3. The number of students with significant cognitive impairments who demonstrated performance at each of the five MCAS-Alt levels shown in Table 2b and multiplying the number at each level times the MCAS-Alt index points associated with that level (See *Table 2b – MCAS-Alt Index Points*).
4. The point totals from steps one, two and three above are added together and the sum is divided by the total number of students assessed (using standard MCAS tests and MCAS-Alt.) The result is a number between 0 and 100, which constitutes the district, school, or subgroup’s CPI for that subject and student group (See *Table 3 – Sample Composite Performance Index (CPI) Calculation*).

Table 2a – Proficiency Index Points

For students taking standard MCAS tests and for MCAS-Alt participants who do not have significant cognitive impairments

MCAS Scaled Score or MCAS-Alt Equivalent	Performance Level	Points Awarded
240 – 280	Proficient and Advanced	100
230 – 238	Needs Improvement – High	75
220 – 228	Needs Improvement – Low	50
210 – 218	Warning/Failing – High	25
200 – 208	Warning/Failing – Low	0

Table 2b – MCAS-Alt Index Points

For students with significant cognitive impairments taking MCAS-Alt (up to 1% of all assessed students)

MCAS-Alt Score	Points Awarded
Progressing	100
Emerging	75
Awareness	50
Portfolio Incomplete	25
Portfolio not Submitted	0

Table 3 – Sample Composite Performance Index (CPI) Calculation

N = 90 Students

MCAS Performance Level		Points Per Student	# Of Students	Points
<i>MCAS-Alt Performance Level</i>				
Proficient and Advanced	<i>Progressing</i>	100	10	1000
Needs Improvement – High	<i>Emerging</i>	75	20	1500
Needs Improvement – Low	<i>Awareness</i>	50	40	2000
Warning/Failing – High	<i>Portfolio Incomplete</i>	25	15	375
Warning/Failing – Low	<i>Portfolio not Submitted</i>	0	5	0
Totals	—	—	90	4,875

$$4,875 \div 90 = 54.2 \text{ CPI}$$

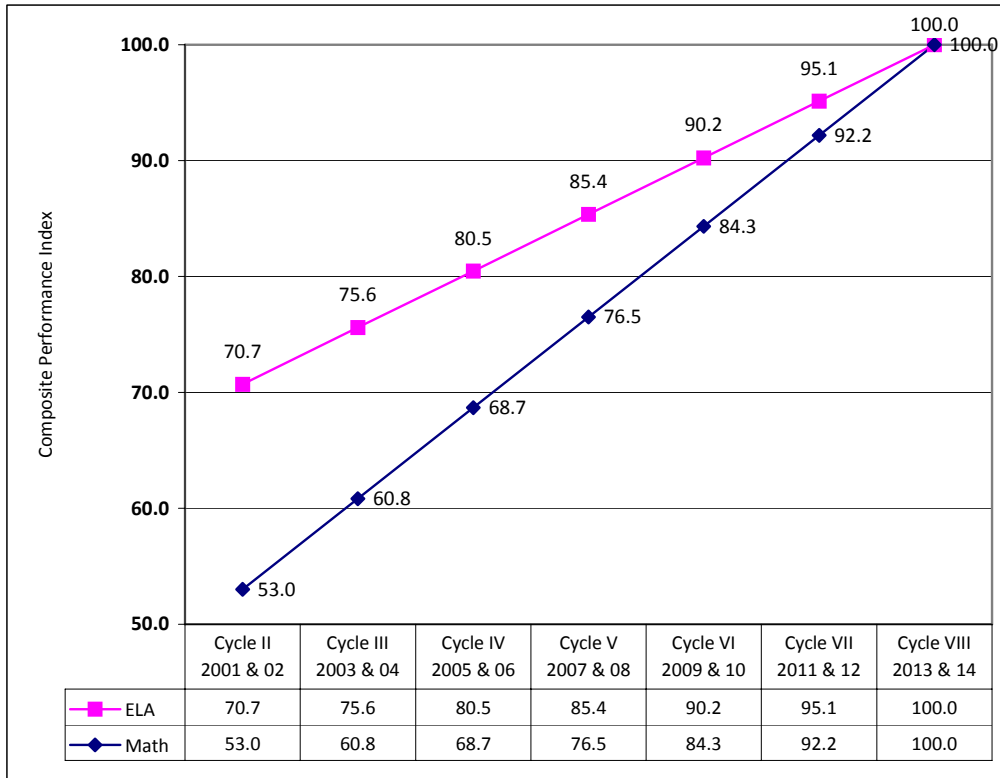
Prior to the passage of the federal No Child Left Behind Act (NCLB), the Commonwealth of Massachusetts established biannual performance and improvement targets and issued performance and improvement ratings for schools and districts at the end of these 2-year reporting cycles. NCLB subsequently established the years between 2002 and 2014 as the period within which states must help all students attain proficiency in ELA and mathematics. To align its existing accountability system with the federal requirement that States issue annual AYP findings, the Commonwealth set intermediary performance targets for each 2-year cycle between 1998 and 2014.

- Mid-cycle AYP determinations (odd numbered years) are based on a single year of data with a minimum sample size of 40.

- End-of-cycle AYP determinations (even numbered years) are based on two years of data averaged together with a minimum sample size of 40 students assessed in each year of the two year rating cycle.

In order to make AYP for performance in 2006, districts, schools and subgroups are required to meet or exceed the State’s Cycle IV performance targets for ELA (80.5) and mathematics (68.7), respectively (see *Figure 2 – State Performance Targets for ELA and Mathematics*).

Figure 2 – State Performance Targets for ELA and Mathematics



3.3 Improvement (C)

In addition to demonstrating performance relative to fixed targets, schools, districts, and subgroups may also demonstrate AYP by meeting improvement targets that measure student performance relative to their own baselines. To make AYP for improvement, districts, schools and subgroups have to demonstrate an amount of gain necessary to remain on target toward reaching a CPI of 100 by 2014 in ELA and mathematics, respectively.

A baseline figure is established for each district, school, and subgroup. The baselines used to calculate ratings and AYP determinations for both years of Cycle IV are derived from student performance and participation data for the 2002-03 and 2003-04 school years. In 2006, a school

or district's Cycle IV Baseline CPI for ELA or mathematics is equivalent to its 2004 End-of-Cycle III Performance CPI.

An improvement target for a given subject is calculated by subtracting the district, school, or subgroup's baseline CPI from 100 (the ultimate CPI goal), and dividing the difference by the number of remaining cycles until the year 2014, including the current cycle. For Cycle IV (2004-05 and 2005-06), that number is 5 (See *Figure 3 – Cycle IV Improvement Target Calculation*):

Figure 3 – Cycle IV Improvement Target Calculation

$$\frac{100 - \text{Baseline CPI}}{\text{Number of remaining cycles until the year 2014}}$$

Improvement targets include an “error band” surrounding the target number. As a consequence, schools, districts, and subgroups have the opportunity to meet their improvement targets even if their CPI falls below the target number. Error bands vary between 1.0 and 4.5, depending on the size of the group measured and whether that group is at the school or district level. Error bands are applied to a group's gain target, not its CPI.

The baseline CPI for a given cycle is calculated based on the ELA and mathematics performance, respectively, of students tested over the previous 2-year cycle. The baseline CPI for Cycle IV includes the performance of students tested in grades 3, 4, 6, 7, 8 and 10 in spring 2003 and spring 2004 (Cycle III).

3.4 Additional Indicators (D)

The Commonwealth's elementary and middle schools are required to meet an attendance requirement; high schools have to meet a graduation requirement.

Attendance (Grades 1-8)

The attendance rate required to make AYP in 2006 is 92%, or improvement of at least 1% from 2005. Determinations are made for groups of six or more students. The 2006 attendance rate is calculated by dividing the total number of days a student attended school by the total number of days the student is enrolled in SY2005-06 as shown in Figure 4 below:

Figure 4 – Attendance Rate Calculation

$$\frac{\text{Total \# days of student attendance}}{\text{Total \# days student enrolled}}$$

Attendance and enrollment data are derived from Student Information Management System (SIMS) end-of-year reports.

The attendance rules for 2006 are as follows:

- Only the amount of time a student spends at the school in which they are enrolled on October 1, 2005 factors into school-level attendance calculations. Students are not counted towards multiple schools.
- Students are included in district attendance rate calculations for any time spent in any reported district. District attendance calculations also include students who are out-placed in public collaborative or private alternative schools/programs at public expense.⁵

Graduation Rate (High Schools)

The Competency Determination rate (or CD rate) is the state’s federally approved interim graduation rate indicator through the 2006 reporting period. To make AYP in 2006, high schools (and districts for the 9-12 grade span) are required to have a CD rate of 70% or higher. Determinations are made for groups of six or more students. As shown on school and district AYP reports, the CD is one of two criteria (the other being the fulfillment of local requirements) required by the Department as a condition for high school graduation in 2006. The standard way to earn a CD is to earn a scaled score of 220 or higher on grade 10 MCAS tests or retests in ELA and mathematics, or successfully submit a Grade 10 MCAS Performance Appeal. A CD is awarded to high school students who pass both the Grade 10 ELA and Mathematics MCAS tests (including students who pass the Grade 10 MCAS Retest). The CD rate for 2006 is calculated using the formula shown in Figure 5.

Figure 5: Graduation Rate Calculation

Total # students who successfully attained a competency determination by August 31 following their scheduled 2006 graduation date			
Total # of students enrolled in grade 12 as of October 1 of the school year	- foreign exchange students	- students who transferred into a different school after October 1 of the school year	- students receiving only special education services from the district, being educated elsewhere at private expense.

⁵ Districts, not schools, are responsible for collecting attendance data for the duration of time that every student is enrolled in the district. For example, if a student transfers to another school within the district, the Department receives one record for that student with a cumulative attendance record for the year in the district. If a student is enrolled in a district and leaves to enroll in another district, the Department receives two records for that student at the end of the year: one indicates an exit code and one indicates their current status as of the end of the year.

4. Inclusion of Student Academic Achievement Results in AYP Determinations

Federal law requires state accountability systems to be based primarily on academic assessments, to properly include all students, and to hold schools and districts accountable for the progress of student subgroups.

In the Commonwealth of Massachusetts, all students enrolled in public schools and those being educated in private schools at public expense are required to participate in the Massachusetts Comprehensive Assessment System (MCAS). Most students participate by taking the standard form of MCAS tests. Students with severe and complex disabilities for whom participation in the standard form of the MCAS tests is not feasible or educationally appropriate participate in the MCAS-Alternate Assessment (MCAS-Alt) program.

This section describes the rules for attributing academic assessment results to the school and district level for the purpose of calculating Adequate Yearly Progress (AYP) determinations.

4.1 Subgroup Membership Definitions

Since 2001 the Department reports subgroup results on MCAS tests. The Department uses Student Information Management System (SIMS) data to verify subgroup membership. In accordance with the federal No Child Left Behind Act (NCLB), the Department issues AYP determinations for students with disabilities, students with limited English proficiency, economically disadvantaged students, and students in racial and ethnic minority groups.

Table 4 – Selected SIMS Data Elements used in Subgroup Reporting

SIMS Data Element	Definition / Guidelines
Low-Income Status	Indication of whether the student meets any one of the following definitions of low income: 1. The student is eligible for free or reduced price lunch; or 2. The student receives Transitional Aid to Needy Families benefits; or 3. The student is eligible for food stamps.
Limited English Proficiency ⁶	Student not born in the U.S., whose native tongue is a language other than English and incapable of performing ordinary classwork in English; or born in the United States of non-English speaking parents and incapable of performing ordinary classwork in English.
Race/Ethnicity	General racial and ethnic category that most clearly reflects the student’s recognition of his or her community or with which the student most identifies: African American/Black, Asian or Pacific Islander, Hispanic, Native American, or White.
Special Education Placement	An indication of the educational environment of a student with disabilities, ages 6–21, at the specific time of reporting (e.g., October 1).

4.2 Defining Student Participation in Academic Assessments

A student’s participation is credited to the school and district where they complete their mathematics test, including students who transfer from one school or district to another between test sessions. Participation rates are calculated and reported separately for English language arts (ELA) and mathematics.

Counted as Participant

Students with a test status of “Tested” (standard MCAS and MCAS-Alt) count toward school and district participation rates. Limited English proficient (LEP) students in their first year of U.S. schooling are not required to take the ELA test; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).

Counted as Non-Participant

Students classified as “Absent” or “Medically Excused” (regardless of transfer status) count as non-participants, as well as first-year LEP students who did not take the MEPA test.

⁶ Effective 2004, limited English proficient (LEP) students enrolled in their first year in U.S. schools (“first-year LEP students”) are required to participate in state mandated language proficiency assessments (Massachusetts English Language Assessment-Oral (MELA-O), Language Assessment Scales-Reading (LAS-R) and Writing (LAS-W)) and in MCAS Mathematics tests. First year LEP students have the option but are not required to participate in standard ELA MCAS tests. MCAS mathematics and ELA test results (if any) for first-year LEP students are not included when calculating State, school, or district Composite Performance Indices (CPIs) for students in the aggregate or any student subgroup.

Not Counted

A student is neither a participant nor a non-participant (i.e., excluded from both the numerator and the denominator in participation rate calculations) if all of the following statements are true:

- The student transfers during the testing window (between the first day of ELA testing and the last day of testing for mathematics or science), and
- The student misses at least one entire session of the test in question, and
- The student is not medically excused or absent for the test in question.

Previously Participated

Students repeating grade 10 who already took the grade 10 test in previous year(s) do not receive a Composite Performance Index (CPI) score and are excluded from CPI and participation rate calculations. (Repeating grade 10 students for whom “Previously Participated” fields are not completed on test forms are included in all summary results as regular participants.)

Non-Grade 10 Status

Students who re-took the grade 10 test for the purpose of obtaining an Adams Scholarship⁷ do not receive a CPI score and are excluded from CPI and participation rate calculations.

Did Not Take Grade 10 Test as High School Sophomore

Students who did not take the grade 10 test as high school sophomores (e.g., students who repeated grade 9 and promoted to grade 11; students transferring to Massachusetts schools in grade 11, etc.) are required to participate in grade 10 testing as high school juniors and are included in school and district AYP results.

Table 5 (*Test Status Variables, Values and Rules (MCAS Megafile)*) shows the reporting rules associated according to students’ participation status in academic assessments. Test statuses are recorded in the MCAS Megafile separately for ELA and mathematics (“etestat” and “mtestat”) using data drawn from students’ test booklets.

⁷ The John and Abigail Adams Scholarships provide a tuition waiver for eight traditional semesters of undergraduate education at the University of Massachusetts, the seven state colleges, or 15 community colleges. Massachusetts public high school students automatically qualify for the Adams Scholarship when they (1) score in the Advanced category in either the Mathematics or the English Language Arts (ELA) section of the grade 10 MCAS test; (2) score in the *Proficient* or *Advanced* category on the second subject (mathematics or ELA); and (3) have a combined MCAS score on these assessments that ranks in the top 25% in their school district.

Table 5 – Test Status Variables, Values and Rules (MCAS Megafile)

Variable Name: etestat, mtestat; Type: alpha; Source: MCAS Booklets

Possible Values	Explanation	Assigned CPI Points?	Counted Toward Participation Rate?	Assigned MCAS Performance Level?
<i>T</i>				
Tested	Tested on standard MCAS or MCAS-Alt	Yes at district level; Yes at school level if enrolled on 10/1/05	Yes	Yes
<i>NTA</i>				
Not Tested, Absent	Boycott, truant, on vacation during test window, etc.	No	Yes (as non-participant)	No
<i>NTM</i>				
Not Tested, Medical	Medically-excused non-participant	No	Yes (as non-participant)	No
<i>NTO</i>				
Not Tested, Other	LEP-exempt students in first year in U.S. schools (enrolled 15 or fewer days in previous school year)	No	Yes	No, but do receive a raw score and test item data
	Incomplete information (i.e., missing data, security breach, etc.)	No	No	No
	Transferred or dropped out after the testing window opened	No	No	No
	Repeating grade 10 student who previously participated	No	No	No
	Non-grade 10 student taking grade 10 test for certificate of mastery or to earn a CD	No	No	No

4.3 Aggregate and Subgroup Determinations

The minimum sample size rules for issuing AYP determinations for students in the aggregate and for student subgroups are as follows:

Aggregate Determinations

Cycle IV determinations are based on two years of data (2005 and 2006) averaged together with a minimum sample size of 20 students assessed in each year of the two year rating cycle

(exclusive of LEP students in their first year in U.S. schools); and in the case of schools, any students enrolled after October 1, 2005.

Subgroup Determinations

AYP determinations are issued for student subgroups for performance if they included (1) 40 students or greater assessed in both years of Cycle IV (2005 and 2006), and (2) the number of subgroup members is at least 5% of students whose assessment results are included in the school's or district's aggregate AYP calculation, or (3) the number of subgroup members is 200 or more. Student subgroups meeting these criteria receive improvement findings if at least 20 students are included in the group's Cycle IV baseline (Cycle III).

District-Level Grade Span Determinations

Beginning with 2006 AYP reporting, districts are newly identified for improvement or corrective action if they fail to make AYP in the same subject area (ELA or mathematics) for each of the elementary, middle, and high school grade spans (grades 3-5, 6-8, and 9-12) for students in the aggregate or any subgroup for two consecutive years. The minimum sample size rules for aggregate and subgroup determinations apply to district-level grade span determinations.

4.4 School and District Level Inclusion Differences

Schools are accountable for the spring MCAS and MCAS-Alt test results of students who, according to SIMS records, are enrolled in their school on October 1, 2005.

District accountability results reflect the performance of all students taking MCAS and MCAS-Alt tests while enrolled in the district, regardless of when they enrolled.

5. Process for Generating 2006 AYP Determinations

This section outlines the operational process followed by the Department to calculate 2006 Adequate Yearly Progress (AYP) determinations.

5.1 Review and Finalization of AYP Policies and Procedures

Policies, procedures and reporting timeframes are finalized by spring 2006, including:

- Improvements to data processor syntax for generating 2007 AYP determinations, updates to Web-based and hardcopy communications materials, and review of school and district reconfiguration scenarios.
- Incorporation of AYP determinations for school districts based on grade span. In the summer of 2006 the Department received approval from the U.S. Department of Education

to identify a district for improvement or corrective action if the district fails to make AYP in the same subject area (ELA or mathematics) for each of the elementary, middle, and high school grade spans (grades 3-5, 6-8, and 9-12) for students in the aggregate or any subgroup for two consecutive years. Consequently, the Department newly identified a district for improvement in 2006 if the district did not make AYP in 2005 and in 2006 failed to make AYP in the same subject (ELA or mathematics) for one or more student groups (students in the aggregate or any subgroup) in all grade spans.⁸

5.2 Generation of AYP File

The 2006 AYP File is generated as follows:

1. A 2006 baseline file is generated from the MCAS Megafile comprised of the Cycle IV baseline years⁹ (Cycle III; or 2003 and 2004) from the State's MCAS Megafile. Aggregations are performed at the State, district, and school levels using the respective organization codes for each (See *Table 6 – 2006 AYP File: Selected Aggregation Variables*).
2. School aggregations are performed twice: once to generate performance data that include only those students enrolled in the school as of October 1, 2005; once to generate participation data for all students enrolled in tested grades. The Commonwealth's Early Childhood Centers (i.e., schools serving students through grade 1 or grade 2) are subject to specific reporting rules. Performance data for these schools are derived from the grade 3 results of the schools that their "graduates" attended.¹⁰
3. In order to aggregate data for the nine federally mandated student groups, four separate aggregations are performed using different filters: (1) aggregate; (2) low income; (3) limited English proficient (LEP); special education; and (4) racial/ethnic subgroups (Asian or Pacific Islander, African American / Black, white, Hispanic or Latino, and Native American). The

⁸ Notes:

- In subsequent years, the Department will identify a district for improvement if it fails to make AYP in the same subject area and all grade spans, for students in the aggregate or any subgroup, for two consecutive years.
- The change in methodology is not applied retroactively to district accountability status or AYP determinations. A district previously identified for improvement remains identified for improvement until the district makes AYP for at least one grade span in the identified subject (ELA or mathematics) for two consecutive years. School-level AYP determinations for ELA and mathematics continue to be based on all grades assessed in the school.
- The revised methodology does not apply to districts that consist of a single school; single-school districts in Massachusetts continue to receive AYP determinations based on all grades assessed.

⁹ Additional subjects and grades tested are included in AYP calculations when two years of data become available; for example, grades tested in 2003 but not 2001 and 2002 are not included in AYP calculations until data are collected for those grades in 2004. Data from 2003-2004 are the baseline for the next 2-year cycle.

¹⁰ The analysis is performed and incorporated into the 2006 AYP File when discrepancies for receiving schools were corrected.

resulting nine lines of system/school code data are concatenated with their subgroup designation. (See *Table 6 – 2006 AYP File: Selected Aggregation Variables*)

Table 6 – 2006 AYP File: Selected Aggregation Variables

Variable Name	Label	Example
sprp_sch	School code plus group	00350096T
sprp_id	Concatenation of system and school codes	00350096
group	Student group (abbreviated variable)	A = Asian or Pacific Islander B = African American/Black C = White D = Special Education F = Low Income/Free Lunch H = Hispanic/Latino N = Native American L = Limited English Proficient (LEP) T = All/Aggregate
District	District Name	Boston
SchName	School Name	Eliot Elementary
Sch_Dis	School or District results	State (State results) Small (small school) Single (single school district) School District
system	System (district) code	0035
school	School code	0096
ECC_Center	Early Childhood Center Identifier	1 = "Yes" 0 = "No"

Because the state’s 137 single-school districts¹¹ are subject to specific reporting rules, data for those organizations are extracted from the baseline file and then split by school and district organization codes. Performance and participation results from data connected to the school code are replaced with performance and participation results connected to the district code, resulting in two sets of identical data keyed to school and district codes, respectively (so that separate analyses may be performed according to those rules). The data are then merged back into the baseline file.

- Attendance and Competency Determination (CD) data from 2006 are matched to the results of academic assessments administered in 2006.

¹¹ As of 2006

The data set is assembled from the following three files: (1) Student performance data MCAS and MCAS-Alt, respectively, in 2006, and MCAS Retest data for the Class of 2006 through the March 2006 retest administration;¹² (2) Student Information Management System (SIMS) attendance, enrollment, and demographic data collected in October and March of 2006¹³; and (3) CD rates calculated by combining data from the above two data sets.

5. Participation, performance, attendance, and CD data from 2005 and 2006 (the years comprising Cycle IV) are merged and aggregated at the school, district and subgroup levels (aggregation details same as described in step 1).

A Cycle IV ELA CPI is calculated using the MCAS and MCAS-Alt scores of students tested in grades 3, 4, 7, and 10 in the spring of 2005 and spring of 2006, respectively.

A Cycle IV Mathematics CPI is calculated using the MCAS scores of students tested in grades 4, 6, 8, and 10 in the spring of 2005 and 2006, respectively.

The Department calculates Cycle IV CPI figures by averaging the CPI points of every student included in 2005 and 2006 AYP determinations at the State, district, school, and subgroup levels, respectively.

6. The AYP syntax is run on the 2006 AYP file, asking five key questions of each school, district and student subgroup:
 1. Is the number of students included in the group large enough to meet the State's minimum sample size rules for making aggregate and subgroup AYP determinations?
 2. Did 95% of the students participate in student academic assessments in 2006?
 3. Does the group's CPI meet or exceed the Cycle IV State Performance Target for ELA (80.5) and mathematics (68.7)?
 4. Does the group's CPI meet or exceed its Cycle IV CPI gain target (i.e., did it demonstrate the amount of gain necessary to remain on target toward reaching a CPI of 100 by 2014 in ELA and mathematics, respectively)?
 5. Do groups comprised of grades 1-8 students have an attendance rate of 92%, or make improvement of at least 1% from the previous year, and do groups comprised of high school students have a CD rate of 70% or higher?
7. Secondary analyses are run on the 2006 AYP file in accordance with federally-approved safe harbor and two percent Special Education calculations.

¹² The Department provides students the opportunity to take an MCAS Retest in summer 2006; these data are included in 2006 AYP and accountability determinations upon appeal.

¹³ Demographic data used to determine subgroup membership are derived from March 2006 SIMS information.

Confidence Interval Calculations

Because group sizes vary from year to year, the confidence by which findings about a particular group can be concluded reliably also vary. To improve the reliability of a given result and to provide an estimate of the amount of error that may occur when determining the improvement of a given student group, the Department calculates confidence intervals for each student group (see *Table 7 – Group Sizes and Related Confidence Intervals*).

Table 7– Group Sizes and Related Confidence Intervals

Students in Group	Error Band
<i>School Level</i>	
0 – 99	4.5 – 2.5
100+	2.5
<i>District Level</i>	
0 – 99	4.5 – 2.5
100~399	2.5
400~799	2.0
800~1199	1.5
1200+	1.0

The Department applies an error band of 2.5 CPI points around a group’s 2006 improvement target when the group is composed of 100 or more students—a typical 95% percent confidence interval for groups of that size. For groups under 100 students, the Department calculates the 95% confidence interval (see *Figure 6 – 95% Confidence Interval Calculation*). For groups over 100, the Department made an estimate based on historical data.

Figure 6– 95% Confidence Interval Calculation

$$95\% \text{ C.I.} = M \pm (1.96 * SE)$$

M = mean

SE = standard error ($SE = SD/\sqrt{n}$)

SD = standard deviation

n = group size

NCLB Safe Harbor Calculation

When students in the aggregate or any student subgroup in a school or district met the participation requirement in ELA or mathematics, but performed below the state performance target for that subject for the year in question, the Department determines whether the group, although performing below the applicable state target, decreased the percentage of students in that group who did not meet or exceed the *Proficient* level of academic achievement on MCAS and MCAS-Alt for that year by 10% of that percentage from the preceding public school year (See *Figure 7 – NCLB Safe Harbor Calculation*).

Figure 7– NCLB Safe Harbor Calculation¹⁴

$$\frac{2005 \# \text{ Not Prof. or Advanced} - 2006 \# \text{ Not Prof. or Advanced}}{2005 \# \text{ Not Prof. or Advanced}}$$

Two Percent Special Education Calculations

While up to one percent of the student population assessed using the MCAS-Alt may be included in AYP determinations using the MCAS-Alt Index, the U.S. Department of Education allowed the Massachusetts Department of Elementary and Secondary Education to develop modified achievement standards and assessments for an additional two percent of the student population.

1. The Department established a two percent “proxy group” of student MCAS results to be awarded 100 MCAS-Alt Index points, using Student Information Management System (SIMS) and performance data for the review year to determine candidates for modified achievement standards.¹⁵
2. After generating preliminary AYP determinations, the Department identifies the schools and districts statewide that did not make AYP in ELA, mathematics, or both subjects for their Special Education subgroup only.
3. The Department assigns 100 index points to those students with disabilities in their assessment group, if any, who are included in the two percent “proxy group.”
4. The Department re-runs AYP determinations for those schools/districts using the index points assigned for “proxy group” students with disabilities.

If, as a result of this secondary analysis, a school or district meets or surpasses its AYP performance targets, the school or district is considered to have made AYP for the year under review. The process is completed separately for ELA and mathematics. AYP reports, as required by the U.S. Department of Education, display the original CPI calculated from all assessment results. If changed under the secondary analysis, modified AYP determinations for the Special Education subgroup are indicated with an asterisk (*).

¹⁴ The NCLB safe harbor calculation is inclusive of all students taking MCAS and receiving performance levels in the years under analysis.

¹⁵ The Department uses student disability type, level of need, and assessment performance data to identify candidates from among students with disabilities who took the standard form of the MCAS test.

6. Reporting

The Department issues Adequate Yearly Progress (AYP) reports each year that show the progress that all of the Commonwealth's schools and districts are making toward the goal of having all students reach proficiency by the year 2014. At the end of each two-year cycle the Department issues accountability reports based on aggregate student performance on Massachusetts Comprehensive Assessment System (MCAS) and MCAS Alternate Assessment (MCAS-Alt) English Language Arts (ELA) and mathematics tests. Each year the Department also generates summary.

AYP reports display information and data related to a school's and district's aggregate and subgroup performance with respect to the AYP indicators described in Section Three, including each school and district's AYP History, which provides a snapshot of the years between 1999 and 2006.

Accountability Reports display performance and improvement ratings and related data for all public schools and districts. Ratings are descriptive terms used to track progress toward meeting the goal of all students achieving proficiency in ELA and mathematics by the year 2014.

School and district AYP reports show performance and improvement ratings based on aggregate student performance on MCAS/MCAS-Alt ELA and mathematics tests. Ratings are descriptive terms used to track progress toward meeting the goal of all students achieving proficiency in those subjects by the year 2014. School leaders use these ratings to communicate 'big picture' accountability findings to parents, community members, and other stakeholders.

Performance Ratings

Performance Ratings correspond to a school or district's aggregate Cycle IV Composite Performance Index (CPI). The six performance rating categories and corresponding CPI ranges are: *Very High* (90 - 100), *High* (80 - 89.9), *Moderate* (70 - 79.9), *Low* (60 - 69.9), *Very Low* (40 - 59.9), and *Critically Low* (0 - 39.9).

Improvement Ratings

Improvement Ratings correspond to the amount of CPI gain a school or district achieved in Cycle IV as compared to Cycle III. Improvement ratings are based on aggregate student performance on MCAS ELA and mathematics tests. The five improvement rating categories are: *Above Target*, *On Target*, *Improved Below Target*, *No Change*, and *Declined*.

NCLB Accountability Status

A school's or district's "Accountability Status" refers to the category to which they are assigned, based on their AYP determinations over multiple years, to define the required course of school,

district and/or state action that must be taken to improve student performance.¹⁶ A district or school may be placed in an accountability status on the basis of the performance and improvement profile of students in the aggregate or of one or more student subgroups over two or more years in ELA and/or mathematics.

In accordance with federal law, accountability status categories include *Identified for Improvement, Corrective Action* and *Restructuring*. (Schools making AYP in a subject for all student groups for two or more consecutive years are assigned to the positive “No Status” category.)

Table 8 – School Accountability Status: 2006-07 Academic Year¹⁷

2005 Status (in ELA or math; aggregate or subgroups)	2005 AYP	2006 AYP	2006 Status	Required Action(s) for Identified Schools
RESTRUCTURING – YR 2+	NO	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 2+	NO	YES	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	NO	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	YES	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	NO	YES	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
RESTRUCTURING – YR 1	YES	YES	NO STATUS	NONE
CORRECTIVE ACTION	NO	NO	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
CORRECTIVE ACTION	YES	NO	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION	<i>PLAN</i> / CHOICE / SES / CA
CORRECTIVE ACTION	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	NO	NO	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
IMPROVEMENT – YR 2+	YES	NO	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
IMPROVEMENT – YR 2+	NO	YES	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES

¹⁶ The consequences prescribed by the federal No Child Left Behind Act (NCLB) for schools and districts identified for improvement, corrective action, or restructuring are outlined in the Department’s *School and District Accountability Status and Required Actions* document: www.doe.mass.edu/sda/ayp/cycleIV/.

¹⁷ The consequences described herein apply to all Massachusetts public schools receiving federal Title I funds. Title I and non-Title I schools identified for improvement are required to develop or revise plans to improve student performance. For non-Title I schools in corrective action status, districts must take at least one corrective action to improve student performance. For non-Title I schools in restructuring status, districts must make fundamental changes in the school to improve student performance.

2005 Status (in ELA or math; aggregate or subgroups)	2005 AYP	2006 AYP	2006 Status	Required Action(s) for Identified Schools
IMPROVEMENT – YR 2+	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1	PLAN / PD / CHOICE
IMPROVEMENT – YR 1	YES	YES	NO STATUS	NONE
NO STATUS	NO	NO	IMPROVEMENT – YR1	PLAN / PD / CHOICE
NO STATUS	YES	NO	NO STATUS	NONE
NO STATUS	NO	YES	NO STATUS	NONE
NO STATUS	YES	YES	NO STATUS	NONE

Action	Description	Occurs When
PLAN	Improvement Planning	School does not make AYP for two consecutive years, thus entering Improvement status
PD	Professional Development	School does not make AYP for two consecutive years, thus entering Improvement status
CHOICE	Public School Choice	School does not make AYP for two consecutive years, thus entering Improvement status
SES	Supplemental Educational Services	School is in Improvement status for two or more years
CA	Corrective Action	School is in Improvement status for three or more years
RES PLAN	Planning for Restructuring	School is in Corrective Action status for two years
RES	Restructuring	School is in Corrective Action status for three or more years

Table 9 – District Accountability Status: 2006-07 Academic Year¹⁸

2005 Status (in ELA or math)	2005 AYP (ELA or math; all grades)	2006 AYP (ELA or math; all grade spans)	2006 Status	Required Action(s) for Identified Districts
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION	
CORRECTIVE ACTION	YES	YES	NO STATUS	<i>NOT APPLICABLE FOR 2006-07 ACADEMIC YEAR</i>
IMPROVEMENT – YR 2+	YES	NO	CORRECTIVE ACTION	
IMPROVEMENT – YR 2+	YES	YES	NO STATUS	
IMPROVEMENT – YR 2+	NO	NO	CORRECTIVE ACTION	CA
IMPROVEMENT – YR 2+	NO	YES	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1	PLAN / PD
IMPROVEMENT – YR 1	YES	YES	NO STATUS	NONE
NO STATUS	NO	NO	IMPROVEMENT – YR1	PLAN / PD
NO STATUS	YES	NO	NO STATUS	NONE
NO STATUS	NO	YES	NO STATUS	NONE
NO STATUS	YES	YES	NO STATUS	NONE

Action	Description	Occurs When
PLAN	Improvement Planning	District does not make AYP for two consecutive years, thus entering Improvement status
PD	Professional Development	District does not make AYP for two consecutive years, thus entering Improvement status
CA	Corrective Action	District is in Improvement status for three or more years

The Department publishes reports to the Department’s Web site based on Accountability Status labels in the 2006 AYP file (See *Table 11 – Accountability Status Labels*). The 2006 AYP file contains the AYP history for all schools, districts and student groups meeting minimum group

¹⁸ The professional development consequences described herein apply to all Massachusetts public school districts receiving federal Title I funds. Improvement planning and corrective action consequences apply to all Massachusetts public school districts.

size requirements. Accountability Status labels are generated separately for schools and districts based on aggregate and subgroup performance in ELA and mathematics, respectively.

Table 10 – Accountability Status Labels

In 2006 AYP File	On 2006 AYP Reports ¹⁹
II-A	Identified for Improvement – Aggregate
II-S	Identified for Improvement – Subgroups Only
CA-A	Corrective Action – Aggregate
CA-S	Corrective Action – Subgroups Only
RST	Restructuring

Summaries of district and school findings for 2006 follow on the subsequent pages.

¹⁹ Federal law does not require states to distinguish between aggregate and subgroup findings. The Department appends the text “Aggregate” or “Subgroups Only”, as appropriate, to indicate the source of the finding.

Table 11– District Accountability History

2004-06 accountability history of the State’s 237 districts that received AYP determinations in 2006

237 Districts	<u>2004</u>		<u>2005</u>		<u>2006</u>		<u>2006 Detail</u>			
					New ID	Exited	Subject Area Identified			
	#	#	#	%	#	#	ELA Only	Math Only	Both	Total
Corrective Action - Aggregate	-	-	9	3.8	9	-	4	1	4	9
Improvement - Aggregate	6	10	0	0.0	0	0	0	0	0	0
<i>Subtotal</i>	<i>6</i>	<i>10</i>	<i>9</i>	<i>3.8</i>	<i>9</i>	<i>0</i>	<i>4</i>	<i>1</i>	<i>4</i>	<i>9</i>
Corrective Action - Subgroups	-	-	18	7.6	18	-	4	7	7	18
Improvement - Subgroups	123	145	105	44.3	7	28	15	48	42	105
<i>Total</i>	<i>129</i>	<i>155</i>	<i>132</i>	<i>55.7</i>	<i>34</i>	<i>28</i>	<i>23</i>	<i>56</i>	<i>53</i>	<i>132</i>

Percentages are out of the total number of districts included (n=237 for number of districts receiving AYP determinations)

A school or district must make AYP for two consecutive years to exit an Accountability Status. A positive AYP determination in 2006 indicates that a school or district will exit its Accountability Status in 2007 if it continues to make AYP.

“New ID” displays the number of schools that newly gained a particular Accountability Status in 2006. 6 districts with no 2005 Accountability Status identified for improvement in the subgroups for the first time in 2006

“Exited” displays the number of districts that exited their 2005 Accountability Status by making AYP in the identified subject area for two consecutive years

Table 12 – Districts Identified for Improvement or Corrective Action for Subgroups

Districts with one or more negative AYP finding which subgroups did not make AYP in 2006 by grade span

123 Districts	2006 AYP Determinations - Subgroup AYP = No					
	Grades 3 - 5		Grades 6 - 8		Grades 9 - 12	
	#	%	#	%	#	%
Student Subgroup (40 or more students)						
Special Education	80	65.0	94	76.4	24	19.5
Low Income	71	57.7	80	65.0	8	6.5
White	25	20.3	44	35.8	1	0.8
Hispanic	23	18.7	27	22.0	6	4.9
Limited English Proficient	25	20.3	20	16.3	8	6.5
African American/Black	17	13.8	19	15.4	6	4.9
Asian or Pacific Islander	4	3.3	2	1.6	0	0
Native American	0	0	0	0	0	0

Table 13 – School Accountability History

2002-06 accountability history of the State’s 1772 schools that received AYP determinations in 2006

1772 Schools	2002	2003	2004	2005	2006		2006 Detail								
					New ID	Exited	Subject Area Identified			AYP		Title I Schools			
	#	#	#	#	#	%	#	#	ELA Only	Math Only	Both	Total	Yes	No	#
Restructuring	--	--	24	30	60	3.4	29	1	18	35	7	60	1	59	51
Corrective Action - Aggregate	--	38	28	37	49	2.8	43	3	12	28	9	49	3	46	42
Improvement - Aggregate	208	168	128	131	206	11.7	163	9	108	51	49	208	12	196	180
<i>Subtotal</i>	<i>208</i>	<i>206</i>	<i>180</i>	<i>198</i>	<i>317</i>	<i>17.9</i>	<i>235</i>	<i>13</i>	<i>138</i>	<i>114</i>	<i>65</i>	<i>317</i>	<i>16</i>	<i>301</i>	<i>273</i>
Corrective Action - Subgroups	--	--	--	--	139	7.8	139	0	31	80	28	139	0	139	86
Improvement - Subgroups	--	--	193	222	174	9.8	103	33	64	78	32	174	26	148	97
<i>Total</i>	<i>208</i>	<i>206</i>	<i>373</i>	<i>420</i>	<i>630</i>	<i>35.6</i>	<i>477</i>	<i>46</i>	<i>233</i>	<i>272</i>	<i>125</i>	<i>630</i>	<i>42</i>	<i>588</i>	<i>456</i>

Percentages are out of the total number of schools included (n=1772 for number of schools receiving AYP determinations; n=313 for number of schools identified for improvement or corrective action for subgroups).

A school or district must make AYP for two consecutive years to exit an Accountability Status. A positive AYP determination in 2006 indicates that a school or district will exit its Accountability Status in 2007 if it continues to make AYP.

“New ID” = number of schools that newly gained a particular Accountability Status in 2006. 252 schools with no 2005 Accountability Status are identified for improvement for the first time in 2006 (152 for improvement in the aggregate and 100 for improvement in the subgroups.)

“Exited” = number of schools that exited their 2005 Accountability Status by making AYP in the identified subject area for two consecutive years

“Title I schools” = schools receiving federal Title I funds in the 2006-07 school year

“Yes” = school made AYP for all student groups in the identified subject area(s)

Table 14 – Schools Identified for Improvement or Corrective Action for Subgroups

Number and percentage of student subgroups receiving a negative AYP determination among the 313 schools identified for improvement or corrective action for subgroups in 2006

313 Schools	2006 AYP Determinations - Subgroup AYP = No			
Student Subgroup (40 or more students)	1 No	> 1 No	Total	%
Low Income	33	147	180	58%
Special Education	68	98	166	53%
Hispanic	2	77	79	25%
White	8	60	68	22%
Limited English Proficient	3	51	54	17%
African American/Black	7	42	49	16%
Asian or Pacific Islander	1	4	5	2%
Native American	0	0	0	0%

“1 No” = schools with one negative subgroup finding which subgroup did not make AYP in 2006
 “>1 No” = schools with more than one negative AYP finding which subgroups did not make AYP in 2006

Table 15 - Cross Tabulation of 2005 by 2006 School Accountability Status

Changes in accountability status (expressed by number and percentage) of schools identified for improvement, corrective action, or restructuring between 2005 and 2006

		2006 School Accountability Status								2005 School Accountability Status TOTAL
		Exited 2005 Accountability Status	Improvement - Subgroups	Improvement - Aggregate	Corrective Action - Subgroups	Corrective Action - Aggregate	Restructuring	Closed		
2005 School Accountability Status	Improvement -	#	33	69	11	109	0	0	0	222
	Subgroups	%	7.9	16.4	2.6	26.0	0.0	0.0	0.0	52.9
	Improvement -	#	9	3	44	28	42	0	5	131
	Aggregate	%	2.1	0.7	10.5	6.7	10.0	0.0	1.2	31.2
	Corrective	#	3	0	0	0	6	28	0	37
	Action -	%	0.7	0.0	0.0	0.0	1.4	6.7	0.0	8.8
	Aggregate	#	1	0	0	0	0	29	0	30
	Restructuring	%	0.2	0.0	0.0	0.0	0.0	6.9	0.0	7.1

Represents 2006 Accountability Status of the 420 Massachusetts schools that in 2005 are identified for improvement, corrective action, or restructuring
 "Exited" = number of schools that exited their 2005 Accountability Status by making AYP in the identified subject area for two consecutive years

7. Special Cases

The Department reviews its policies and procedures for special or non-standard cases prior to each reporting period. Examples of such cases are listed below.

Early Childhood Centers

In 2006 the Department rendered AYP determinations for 75 schools serving grades 1 and/or 2. The data are based on students' grade 3 Massachusetts Comprehensive Assessment System (MCAS) and MCAS-Alternate Assessment (MCAS-Alt) results in their receiving schools. AYP determinations for Early Childhood Centers are based on the MCAS scores of students enrolled in grade 1 as of October 2003 or grade 2 as of October 2004, whichever is the highest grade served in the school (See *Table 17 – 2006 Data Sources for Early Childhood Centers*).

Table 16 – 2006 Data Sources for Early Childhood Centers

	Students Enrolled In:	Students Enrolled In:	Grade 3 Tested In:	Demographics From:
Schools Ending in Grade 1	Grade 1, Oct 2003	Grade 1, End-of-year 2004	2006	End-of-year 2004
Schools Ending in Grade 2	Grade 2, Oct 2004	Grade 2, End-of-year 2005	2006	End-of-year 2005

Alternative Schools

Alternative schools that provide short-term educational services or services for excluded students, returning dropouts, or other special populations receive AYP determinations based on data from sending or receiving schools to which enrolled students are attributed, or on composite data that reflect district-wide results.

Newly Opened or Reconfigured Schools

Newly opened or reconfigured schools adopt the AYP history of a predecessor school. The Department performs performance and improvement calculations for schools based on the configuration of tested grades in School Year (SY) 2005-06, including cases where schools added additional tested grades prior to SY2005-06, or dropped tested grades prior to SY2005-06. In performing improvement calculations, the Department matches the grade levels included in SY2004-05 with those in SY2005-06. (For example, 2006 performance calculations for a school that served grades 3-8 in SY2004-05 and grades 3-6 in SY2005-06 only include the test results of students enrolled in grades 3-6 in SY2004-05.)

Schools Lacking Baseline Data

In cases where a school lacks baseline data, such as a school that could not adopt the AYP history of a predecessor school or schools, the Department analyzes, upon appeal, a school's one-year gain from 2005 to 2006. (Annual NCLB safe harbor calculations are always performed.)

No Findings

When a school with an accountability status has no AYP finding for one year due to declining enrollment or other reasons, the school retains its prior accountability status. If there are two consecutive years of no findings, the Department analyzes a school's gain from one year to the next.

8. Quality Assurance

The Department has processes and procedures for ensuring that student assessment data are reported accurately. The process includes school and district staff and personnel from the Department and Measured Progress, Inc., the State's test contractor. This section describes the quality assurance processes followed by the Department and other parties to ensure accurate reporting of 2006 Adequate Yearly Progress (AYP) determinations.

8.1 MCAS Discrepancy Review²⁰

A secure Web site (www.mcasservicecenter.com) maintained by Measured Progress, Inc. and the Department is the single source for the transmission of student assessment data and for the communication of MCAS discrepancies. During the discrepancy review period, authorized school personnel review preliminary assessment data. A partial list of activities includes:

- Reviewing for missing or incomplete information (e.g., accounting for all sections of a given assessment, accounting for whether all assessment sections are scored, etc.); and
- Reviewing for inaccurate information (e.g., ensuring student names are matched to the appropriate assessment results, hardcopy data correlate to data from contractor-provided electronic materials, data does not include scores of students not enrolled in the school or district, State-Assigned Student Identification (SASID) numbers are correct, students' test status is correct, etc.).

Table 17 – 2006 MCAS Discrepancy Review Timeline

Date	Event	Delivery Mode
June 2006	Superintendents and principals provided electronic access to preliminary multiple-choice student results for grade 10 English language arts (ELA) and mathematics	Measured Progress ²¹
July	District staff provided early (optional) opportunity to identify and correct SASIDs for returned answer booklets identified as problematic	Security Portal
August	Superintendents and principals provided electronic access to preliminary MCAS student raw test item analysis results (with scaled score-to-performance level conversion tables) for all tests except for new mathematics tests, grades 3, 5 and 7 (student item analysis results only)	Measured Progress

²⁰ For more information on MCAS quality assurance procedures and technical specifications, see the MCAS Technical Report (www.doe.mass.edu/mcas/tech_rpt.html)

²¹ Measured Progress, Inc. Web site (www.mcasservicecenter.com)

Date	Event	Delivery Mode
August 2006	Principals received Portfolio Feedback Forms for students who participated in MCAS-Alt in 2005-2006	U.S. Mail
August	Deadline for high school principals to report grade 10 discrepancies	Measured Progress
September	Deadline for school and district staff to report discrepancies for MCAS grades 3-8	Measured Progress
September	Superintendents provided electronic access to student, school and district grade 10 results (scaled scores and performance levels) for ELA and mathematics	Measured Progress
September	High school principals provided electronic access to student, school and district grade 10 results (scaled scores and performance levels) for ELA and mathematics	Measured Progress
September	Superintendents received Parent/Guardian Reports for grade 10 ELA and mathematics for students who participated in MCAS/MCAS-Alt	United Parcel Service
October	Superintendents provided electronic access to student, school and district results (scaled scores and performance levels) for grades 3-8 ELA and mathematics	Measured Progress
October	Principals provided electronic access to student, school and district results (scaled scores and performance levels) for grades 3-8 ELA and mathematics	Measured Progress
October	Superintendents received Parent/Guardian Reports for grades 3-8 ELA and mathematics for distribution to parents and guardians	United Parcel Service

8.2 AYP Discrepancy Review

The timelines for the production, review, and reporting of assessment and accountability and Adequate Yearly Progress (AYP) data are closely aligned and coordinated, beginning with the finalization of AYP policies and procedures by spring 2006, concluding with the public release of all school and district AYP reports, including pre-K to grade 2 schools and other special cases, in October.

In 2006, the timeline for the production, review and reporting of AYP data is as follows:

Table 18 – 2006 AYP Discrepancy Review and Reporting Timeline

Date	Event	Delivery Mode
Spring 2006	AYP policies and procedures finalized for 2006	Web
May-June	Generation of 2006 AYP baseline file	---
August	Calculation of preliminary 2006 AYP determinations	---
August	Superintendents and principals previewed preliminary 2006 AYP data for schools and report discrepancies	Security Portal
August	Notice sent to superintendents and principals whose schools were expected to be identified for improvement, corrective action, or restructuring based on preliminary 2006 AYP data	U.S. Mail
September	Deadline for school and district staff to report AYP discrepancies	Security Portal

Date	Event	Delivery Mode
September	Public release of lists of schools expected to be identified for improvement, corrective action, or restructuring based on preliminary 2006 AYP data	ESE Web
September	Superintendents and principals previewed preliminary school AYP data updated after discrepancy reporting	Security Portal
September	Public release of preliminary school AYP Reports (not including pre-K to grade 2 schools and other special cases)	ESE Web
October	Superintendents and principals previewed pre-publication version of 2006 AYP Reports for all schools and districts	Security Portal
October	Public release of all school and district AYP Reports, including pre-K to grade 2 schools and other special cases	ESE Web

Internal quality assurance procedures included:

MCAS Megafile Aggregations

Members of the Student Assessment Services and NCLB Accountability groups, respectively, work collaboratively to aggregate student-level data from the MCAS Megafile at the district, school, and subgroup levels.

Case Summary and Frequency Analysis

Department staff run case summary and frequency syntactical analyses to check the logic of the AYP syntax, count cases in files, compare file iterations, and flag missing blocks of data.

Merging of Prior Accountability Status and AYP Findings

After creating a new working AYP data file, Student Assessment Services staff merges prior Accountability Status and AYP findings from the previous version of the file and flags any changes for further investigation and study.

Loading AYP File into Internal Access Database

Accountability and Targeted Assistance staff previews preliminary AYP data in internal database.

Loading AYP File into Secure Web-based “Development” Environment

Student Assessment Services staff format the 2006 AYP File according to the Information Services and Technology group’s business rules. The data are displayed via the Department’s secure, Web-based “development” environment and examined to ensure that all data elements are populating accurately.

Examination of Preliminary AYP Data

Staff members at the Department examined confidential versions of preliminary AYP data for data population and/ or rendering errors according to a specific checklist (See *Table 20 – Preliminary Data Review Checklist*). Each person visually inspects reports for 10-15 different schools or districts of varying configurations (e.g., regular elementary, middle, or high schools, charter schools and other single-school districts, small and large districts, K~12 schools, etc.). The results are collected, classified, and reported to Information Services and Technology staff.

School and District Examination of AYP Data

The Department makes AYP data available to superintendents and principals for review. In the event a discrepancy is discovered prior to or after AYP determinations are released publicly online, the Department has the option of suppressing a school or district’s AYP Report until the Department corrects the data. In place of the data, a message is posted indicating the data are under review.

Table 19 – Preliminary Data Review Checklist

Partial Review Checklist of Preliminary 2006 AYP Data	
	Table, row, and column headings and labels appropriately aligned spelled/abbreviated and updated for 2006 (e.g., high schools have CD as additional indicator)
	If certain ELA and mathematics field are blank, an explanation can be provided (e.g., field does not meet minimum group size rules)
	AYP History table populates accurately for all years; School and District Accountability Status labels derive logically from AYP History; District Accountability Status labels derive from grade span AYP determinations
	Participation figure of 95% or greater register a Yes in Met Target column; inverse is also true
	AYP findings rendered in the aggregate when Performance N is 20 or larger; AYP findings rendered for student groups when Performance N is 40 or larger
	In end-of-cycle years such as 2006, Performance N is 40 or larger in the aggregate and 80 or larger for subgroups
	Performance CPI over 80.5 ELA / 68.7 mathematics registers a Yes in Met Target column; inverse is also true
	When CPI Change figure is subtracted from the CPI figure, the figure is the same as the Cycle III Performance CPI on s school, district, or subgroup’s 2004 school/district AYP Report
	Improvement Met Target determination is logical (i.e., Using a school, district, or subgroup’s Cycle III CPI (same as Cycle IV baseline), calculate the group’s Improvement Target (100 minus baseline divided by 5, the number of Cycles remaining between 2006 and 2014). Note that Error Bands are applied; for example, at the school level, a group larger than 100 has an Error Band of 2.5.
	Attendance figures greater than 92% register a Yes in Met Target column
	Attendance figures less than 92% register a Yes in Met Target column when Change figure for Attendance is 1.0 or greater
	CD rate greater than 70% registers a Yes in Met Target column
	Participation + (Performance or Improvement) + Attendance/CD = “Yes” in 2006 AYP Column
	Findings in AYP 2006 Column correspond to findings in AYP History table
	Hyperlinks in AYP data function correctly

9. Appeals

If after reviewing the student files and accountability data posted to the Department’s Security Portal and on Measured Progress, Inc.’s Web site, schools or districts are certain that special circumstances warrant reconsideration of one or more Adequate Yearly Progress (AYP) determinations, the district has the option of filing an appeal. The district superintendent or charter school leader submits a letter detailing the appeal to the Department via e-mail. The Department may ask for supporting documentation. Superintendents often designate additional personnel with whom the Department directs questions regarding appeals.

In the event a school or district fails to meet the 95% participation rate as a result of the unavailability of one or more students absent at the time of testing or unable to participate in the MCAS-Alternate Assessment (MCAS-Alt) by reason of a documented medical emergency occasioned by accident, illness or disability the Department reviews the matter on appeal and recalculates the rate exclusive of those students medically unable to participate in the test.

In the event that a school or district fails to meet the 70% Competency Determination (CD) rate, the Department performs analyses to determine whether the inclusion of applicable student scores from the summer 2006 MCAS Retest results in a positive finding.

In 2006, 22 appeals were filed with the Department and 12 were granted.

10. NCLB Report Cards

As required by the federal No Child Left Behind Act (NCLB), districts must disseminate annual report cards that include certain information related to assessments, accountability, and teacher quality. Individual school districts also had the opportunity to provide any other information they believed would inform parents, community members, and other stakeholders about the progress of their schools.

Assessment Information

For each grade and subject tested, districts include the following information for all students in the grades tested in the district as a whole and all students in the grades tested in each school served by the district (disaggregated by the following subgroups: all students, major racial and ethnic groups, students with disabilities, limited English proficient, low income, migrant, and gender); information on the percentage of students tested; information on student achievement at each Massachusetts Comprehensive Assessment System (MCAS) performance level (*Advanced, Proficient, Needs Improvement, Warning/Failing*); information that shows how students in the district achieved on MCAS as compared to students in Massachusetts as a whole; and for each school in the district information that shows how students in the school achieved on MCAS as a whole as compared to the district and to the state; and the most recent 2-year trend data in student achievement for each subject and for each grade.

Accountability Data

Districts must include the following information for the district as a whole and for each school in the district: a comparison between student achievement levels and the Massachusetts performance targets for English language arts (ELA) and mathematics; Data on student attendance and Competency Determination (CD) attainment rates; and Information on the Adequate Yearly Progress (AYP) history and Accountability Status for each Title I school identified for improvement, corrective action or restructuring.

Teacher Quality Data

Districts must include the following information for every public elementary and secondary school teacher in the district, including: the total number of teachers in core academic areas; the percentage of teachers licensed in their teaching assignment; the student-teacher ratio; and the percentage of core academic teachers identified as highly qualified. Furthermore, selected teacher quality data are disaggregated by high-poverty compared to low-poverty schools (schools in the top quartile and the bottom quartile of poverty in the state).

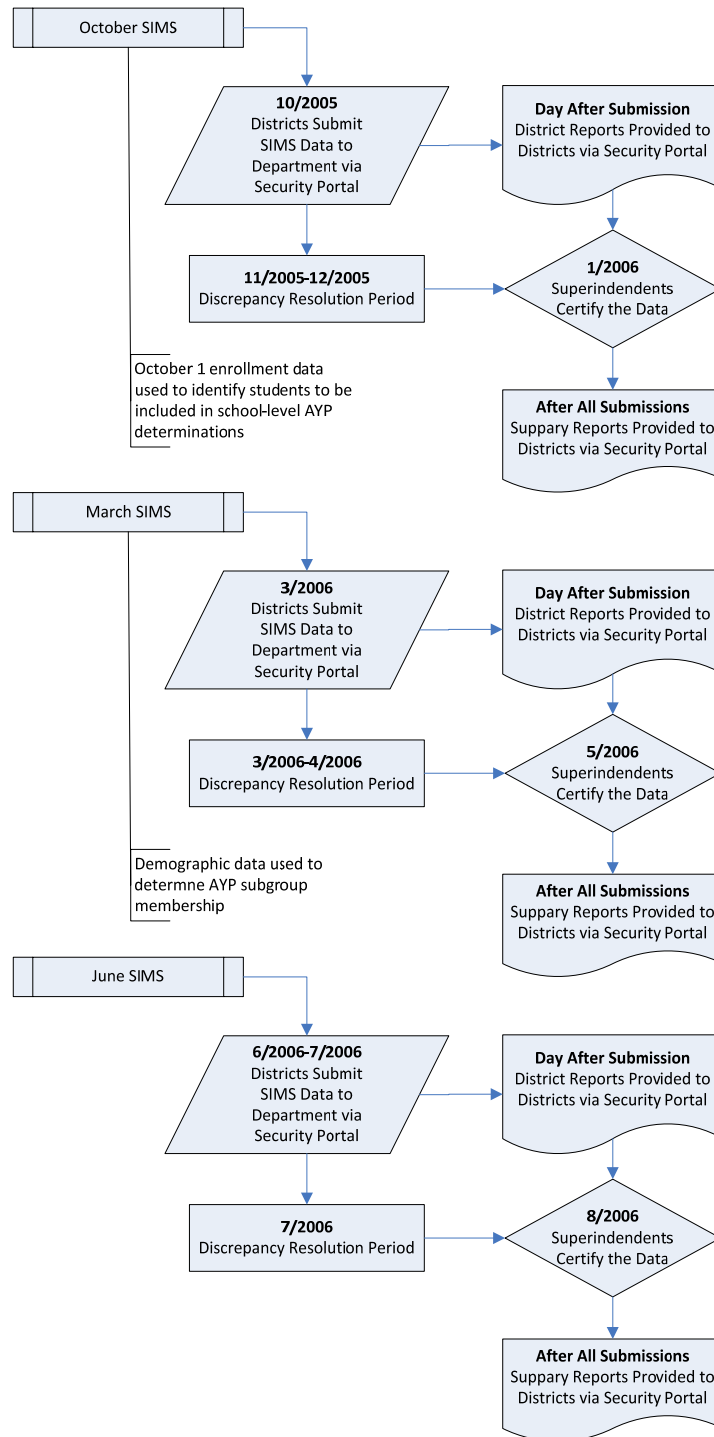
The Department makes an online application entitled the “NCLB Report Card Assistant” available to districts to assist them in carrying out their responsibility to produce and disseminate NCLB Report Cards according to a prescribed timeline (See *Table 20 – 2005-06 NCLB Report Card Timeline*). In addition to providing all data required by NCLB and maintained by the Department, the NCLB Report Card Assistant offers districts the option of customizing their report cards with additional information not required by NCLB.

Table 20 – 2005-06 NCLB Report Card Timeline

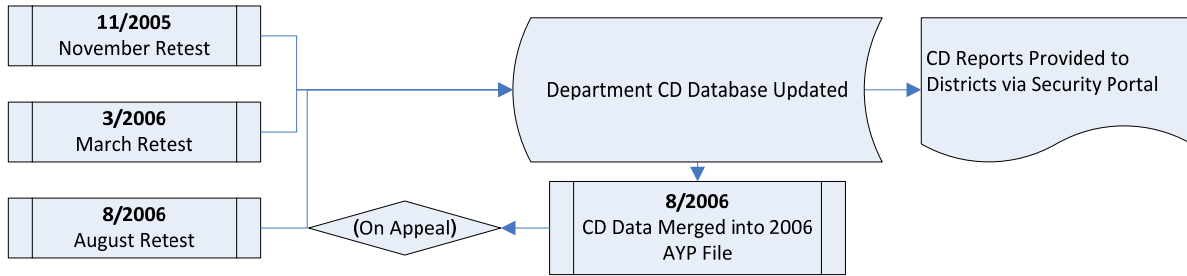
Date	Event
February 2006	Superintendents notified of availability of NCLB Report Card Assistant via the Security Portal
March	NCLB Report Card populated with educator quality data based on most recent data submission by districts
March	Deadline for districts to distribute NCLB Report Cards
June	NCLB Report Card Assistant taken offline

11. Appendices

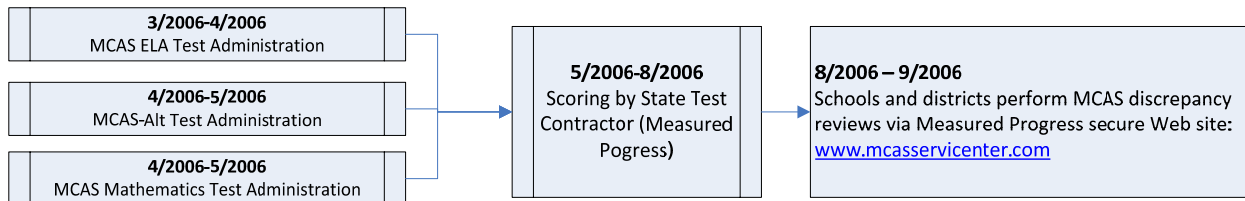
Appendix A: Collection of Attendance Data



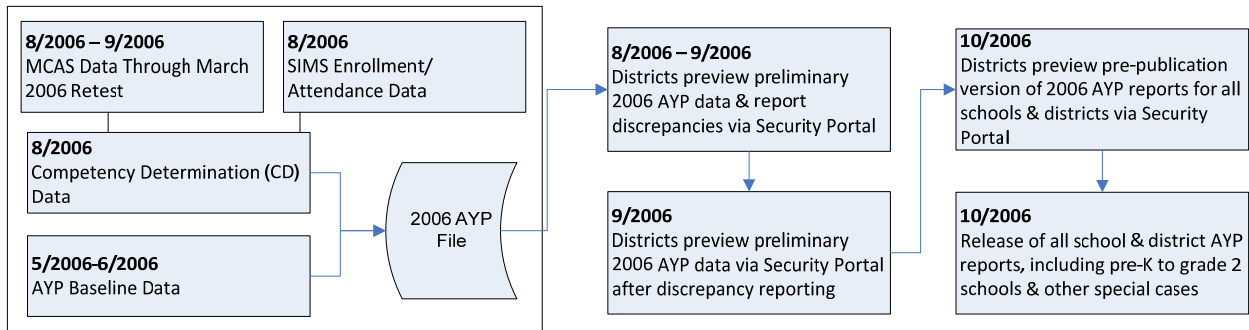
Appendix B: Collection of CD Rate Data



Appendix C: Collection of MCAS Data



Appendix D: Collection and Reporting of AYP Data



Appendix E: Sample School AYP Report

ENGLISH LANGUAGE ARTS												
Student Group	2006				Cycle IV (2005 and 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	386	385	100	Yes	730	81.9	Yes	4.7	Yes	95	Yes	Yes
Lim. English Prof.	59	59	100	Yes	111	63.3	No	10.3	Yes	96	Yes	Yes
Spec. Ed.	60	59	98	Yes	99	54.3	No	-3.8	Yes/SH	74	Yes	Yes
Low Income	195	195	100	Yes	368	76.5	No	7.6	Yes	96	Yes	Yes
Afr. Amer./Black	86	86	100	Yes	162	71.6	No	1.6	No	90	Yes	No
Asian or Pacif. Isl.	87	87	100	Yes	167	83.1	Yes	8.9	Yes	99	Yes	Yes
Hispanic	36	36	-	-	63	82.5	-	-	-	100	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	176	175	99	Yes	337	86.2	Yes	3.5	Yes	93	Yes	Yes

MATHEMATICS												
Student Group	2006				Cycle IV (2005 and 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	386	381	99	Yes	733	76.9	Yes	7.1	Yes	95	Yes	Yes
Lim. English Prof.	59	59	100	Yes	111	72.3	Yes	1.8	Yes/SH	96	Yes	Yes
Spec. Ed.	61	59	97	Yes	100	54.5	No	10.4	Yes	74	Yes	Yes
Low Income	196	195	99	Yes	371	74.1	Yes	4.8	Yes	96	Yes	Yes
Afr. Amer./Black	87	86	99	Yes	164	61.3	No	6.4	Yes/SH	90	Yes	Yes
Asian or Pacif. Isl.	88	88	100	Yes	168	90.3	Yes	3.0	Yes	99	Yes	Yes
Hispanic	34	34	-	-	62	77.4	-	-	-	100	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-
White	176	172	98	Yes	338	77.9	Yes	8.7	Yes	93	Yes	Yes

Adequate Yearly Progress History										Accountability Status	
	1999	2000	2001	2002	2003	2004	2005	2006			
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups	
	All Subgroups	-	-	-	-	Yes	Yes	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups	
	All Subgroups	-	-	-	-	No	No	No	Yes		

Appendix F: Sample District AYP Report

ENGLISH LANGUAGE ARTS							
Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes	SpecEd -LowInc -	No Status
	All Subgroups	-	-	-	No		
Grades 6-8	Aggregate	-	-	-	Yes	SpecEd -	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	Yes	Yes		
	All Subgroups	No	Yes	No	No		

MATHEMATICS							
Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes	SpecEd -LowInc -	Identified for Improvement - Subgroups
	All Subgroups	-	-	-	No		
Grades 6-8	Aggregate	-	-	-	Yes	SpecEd -LowInc -	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	Yes	Yes		
	All Subgroups	No	No	No	No		

2006 AYP Data - English Language Arts By Grade Span

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 and 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance/CD			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Grades 3-5													
Aggregate	1243	1240	100	Yes	1628	88.2	Yes	-2.5	No	96.4	-0.3	Yes	Yes
Lim. English Prof.	55	55	-	-	74	76.7	-	-	-	97.3	0.5	-	-
Spec. Ed.	269	266	99	Yes	340	75.3	No	-0.5	No	95.6	-0.7	Yes	No
Low Income	134	134	100	Yes	183	79.4	No	-1.6	No	94.8	-0.4	Yes	No
Afr. Amer./Black	46	46	-	-	55	79.5	-	-	-	94.9	-0.3	-	-
Asian or Pacif. Isl.	84	84	100	Yes	103	89.6	Yes	0.3	Yes	98.1	0.2	Yes	Yes
Hispanic	36	36	-	-	40	73.8	-	-	-	95.5	-0.8	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-
White	1072	1069	100	Yes	1424	88.9	Yes	-2.3	No	96.4	-0.3	Yes	Yes
Grades 6-8													
Aggregate	1218	1209	99	Yes	822	89.5	Yes	-3.6	No	95.8	-0.2	Yes	Yes
Lim. English Prof.	24	24	-	-	11	-	-	-	-	-	-	-	-
Spec. Ed.	237	231	97	Yes	159	68.9	No	-7.6	No	94.1	-0.2	Yes	No
Low Income	168	165	98	Yes	122	83.6	Yes	1.1	Yes	93.2	-0.6	Yes	Yes
Afr. Amer./Black	45	45	-	-	33	84.8	-	-	-	94.8	-1.4	-	-
Asian or Pacif. Isl.	87	85	-	-	45	85.0	-	-	-	98.1	0.0	-	-
Hispanic	37	36	-	-	23	77.2	-	-	-	94.8	-1.1	-	-
Native American	6	-	-	-	-	-	-	-	-	-	-	-	-
White	1043	1037	99	Yes	715	90.4	Yes	-3.0	No	95.7	-0.2	Yes	Yes
Grades 9-12													
Aggregate	387	384	99	Yes	724	92.2	Yes	-0.2	Yes/SH	100	-	Yes	Yes
Lim. English Prof.	6	6	-	-	13	-	-	-	-	-	-	-	-
Spec. Ed.	62	60	97	Yes	115	76.7	Yes/2%	-0.6	No	98	-	Yes	Yes*
Low Income	49	48	-	-	85	84.7	-	-	-	100	-	-	-
Afr. Amer./Black	19	19	-	-	43	89.5	-	-	-	100	-	-	-
Asian or Pacif. Isl.	22	22	-	-	47	92.0	-	-	-	100	-	-	-
Hispanic	5	5	-	-	12	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	339	336	99	Yes	619	92.5	Yes	0.0	Yes	100	-	Yes	Yes

2006 AYP Data - Mathematics By Grade Span

MATHEMATICS													
Student Group	2006				Cycle IV (2005 and 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance/CD			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Grades 3-5													
Aggregate	1242	1241	100	Yes	838	81.0	Yes	-3.3	No	96.4	-0.3	Yes	Yes
Lim. English Prof.	55	55	-	-	44	76.1	-	-	-	97.3	0.5	-	-
Spec. Ed.	269	268	100	Yes	173	66.6	No	-0.8	No	95.6	-0.7	Yes	No
Low Income	134	134	100	Yes	92	67.9	No	-0.3	No	94.8	-0.4	Yes	No
Afr. Amer./Black	45	45	-	-	24	65.6	-	-	-	94.9	-0.3	-	-
Asian or Pacif. Isl.	84	84	-	-	51	91.7	-	-	-	98.1	0.2	-	-
Hispanic	36	36	-	-	23	54.3	-	-	-	95.5	-0.8	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-
White	1072	1071	100	Yes	736	81.7	Yes	-3.3	No	96.4	-0.3	Yes	Yes
Grades 6-8													
Aggregate	1217	1210	99	Yes	1629	75.8	Yes	-0.6	No	95.8	-0.2	Yes	Yes
Lim. English Prof.	25	25	-	-	22	64.8	-	-	-	97.5	0.1	-	-
Spec. Ed.	238	233	98	Yes	304	50.2	No	3.8	No	94.1	-0.2	Yes	No
Low Income	168	165	98	Yes	219	59.6	No	-2.0	No	93.2	-0.6	Yes	No
Afr. Amer./Black	45	45	-	-	56	66.1	-	-	-	94.8	-1.4	-	-
Asian or Pacif. Isl.	86	84	98	Yes	103	88.6	Yes	-0.9	No	98.1	0.0	Yes	Yes
Hispanic	38	38	-	-	44	56.8	-	-	-	94.8	-1.1	-	-
Native American	6	-	-	-	-	-	-	-	-	-	-	-	-
White	1042	1037	100	Yes	1420	76.0	Yes	-0.7	No	95.7	-0.2	Yes	Yes
Grades 9-12													
Aggregate	386	385	100	Yes	724	88.1	Yes	-1.0	No	100	-	Yes	Yes
Lim. English Prof.	6	6	-	-	13	-	-	-	-	-	-	-	-
Spec. Ed.	63	63	100	Yes	118	68.0	No	-5.4	No	98	-	Yes	Yes*
Low Income	48	48	-	-	85	80.0	-	-	-	100	-	-	-
Afr. Amer./Black	18	18	-	-	42	82.1	-	-	-	100	-	-	-
Asian or Pacif. Isl.	22	22	-	-	47	96.3	-	-	-	100	-	-	-
Hispanic	4	4	-	-	11	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	340	339	100	Yes	621	88.1	Yes	-1.0	No	100	-	Yes	Yes

2006 AYP Data - All Grades

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 and 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	2848	2833	99	Yes	3174	89.5	Yes	-2.2	No	95.7	0.0	Yes	Yes
Lim. English Prof.	85	85	-	-	98	73.0	-	-	-	97.3	0.4	-	-
Spec. Ed.	568	557	98	Yes	614	73.9	No	-2.4	No	94.4	-0.2	Yes	No
Low Income	351	347	99	Yes	390	81.9	Yes	-0.2	No	93.4	-0.4	Yes	Yes
Afr. Amer./Black	110	110	-	-	131	84.2	-	-	-	94.3	-0.4	-	-
Asian or Pacif. Isl.	193	191	99	Yes	195	89.1	Yes	-2.5	Yes/SH	97.8	0.0	Yes	Yes
Hispanic	78	77	-	-	75	77.0	-	-	-	94.5	-0.5	-	-
Native American	12	12	-	-	14	-	-	-	-	-	-	-	-
White	2454	2442	100	Yes	2758	90.1	Yes	-2.0	No	95.6	0.0	Yes	Yes

MATHEMATICS													
Student Group	2006				Cycle IV (2005 and 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	2845	2836	100	Yes	3191	80.0	Yes	-1.2	No	95.7	0.0	Yes	Yes
Lim. English Prof.	86	86	-	-	79	73.1	-	-	-	97.3	0.4	-	-
Spec. Ed.	570	564	99	Yes	595	58.5	No	0.8	No	94.4	-0.2	Yes	No
Low Income	350	347	99	Yes	396	65.9	No	-1.4	No	93.4	-0.4	Yes	No
Afr. Amer./Black	108	108	-	-	122	71.5	-	-	-	94.3	-0.4	-	-
Asian or Pacif. Isl.	192	190	99	Yes	201	91.2	Yes	1.0	Yes	97.8	0.0	Yes	Yes
Hispanic	78	78	-	-	78	58.0	-	-	-	94.5	-0.5	-	-
Native American	12	12	-	-	12	-	-	-	-	-	-	-	-
White	2454	2447	100	Yes	2777	80.2	Yes	-1.4	No	95.6	0.0	Yes	Yes

Appendix G: Sample Accountability Report

Cycle IV Accountability Report		[AYP Logo]			
Performance and improvement ratings for Massachusetts public schools and districts are issued every two years. Ratings are based on aggregate student performance on Massachusetts Comprehensive Assessment System (MCAS) tests. Performance is measured using a Composite Performance Index (CPI), a measure of the distribution of student performance relative to attaining proficiency.					
Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English Language Arts and Mathematics. We are working to achieve this goal by 2013-2014. For more information visit www.doe.mass.edu/sda/ .					
View 2006 AYP Report		January 2007			
English Language Arts					
Cycle IV Performance Rating:	VERY HIGH	Performance Data:	State Target 80.5	Cycle IV CPI 95.3	
Cycle IV Improvement Rating:	DECLINED	Improvement Data:	Baseline CPI 96.6	Gain Target 0.7	On Target Range 96.6-98.3
Accountability Status:	No Status				
Mathematics					
Cycle IV Performance Rating:	VERY HIGH	Performance Data:	State Target 68.7	Cycle IV CPI 92.2	
Cycle IV Improvement Rating:	ON TARGET	Improvement Data:	Baseline CPI 91.3	Gain Target 1.7	On Target Range 92.0-94.0
Accountability Status:	No Status				