

ESEA Flexibility

Changes to School & District
Accountability and Assistance

April 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



What did NCLB require?

- ★ 100% proficiency in ELA & math by 2013–14
- ★ Adequate Yearly Progress (AYP) determinations for all schools & districts
- ★ Schools & districts identified for improvement, corrective action, & restructuring
- ★ Required actions linked to NCLB status
 - ★ 20% reservation for school choice & supplemental educational services (SES)
 - ★ 10% reservation for professional development

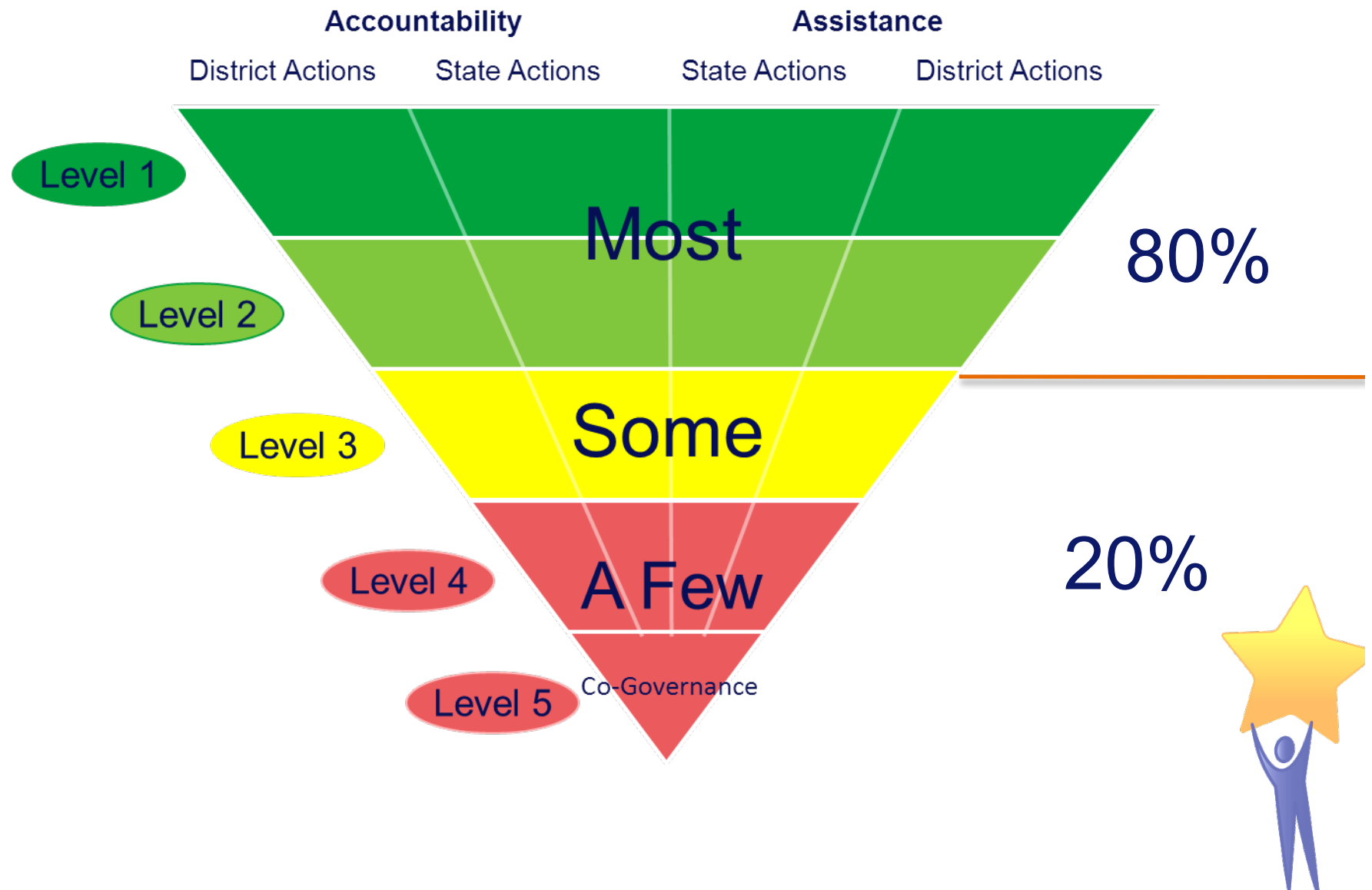


What are the major changes?

- ★ NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017
- ★ NCLB accountability status labels eliminated -> only using accountability & assistance levels for all schools
- ★ AYP replaced with new performance measure that incorporates student growth & other indicators
- ★ Enhanced focus on subgroups, including new 'high needs' group
- ★ SES & choice requirements replaced by supports & interventions responsive to identified needs



What is our state framework?



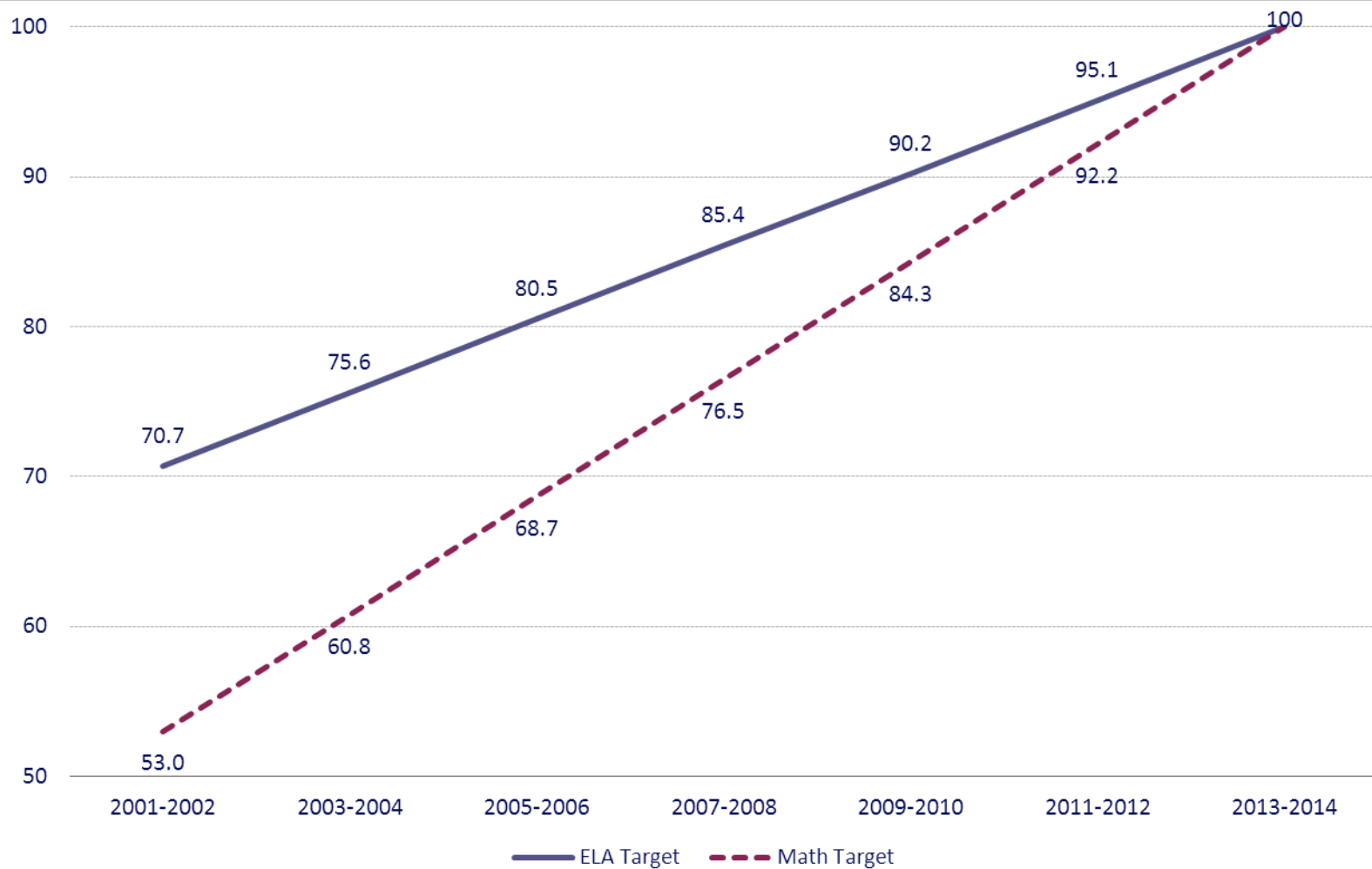
A revised goal

Reduce *proficiency gap* by half by 2016–17

- ★ Proficiency versus achievement gaps
- ★ Ambitious but achievable
- ★ Requires greater progress for students furthest behind
- ★ Focus on English language arts, mathematics, & science
- ★ Goal is same for all, but targets are differentiated
- ★ Applies to state, districts, schools, & groups



State Performance Targets Under NCLB

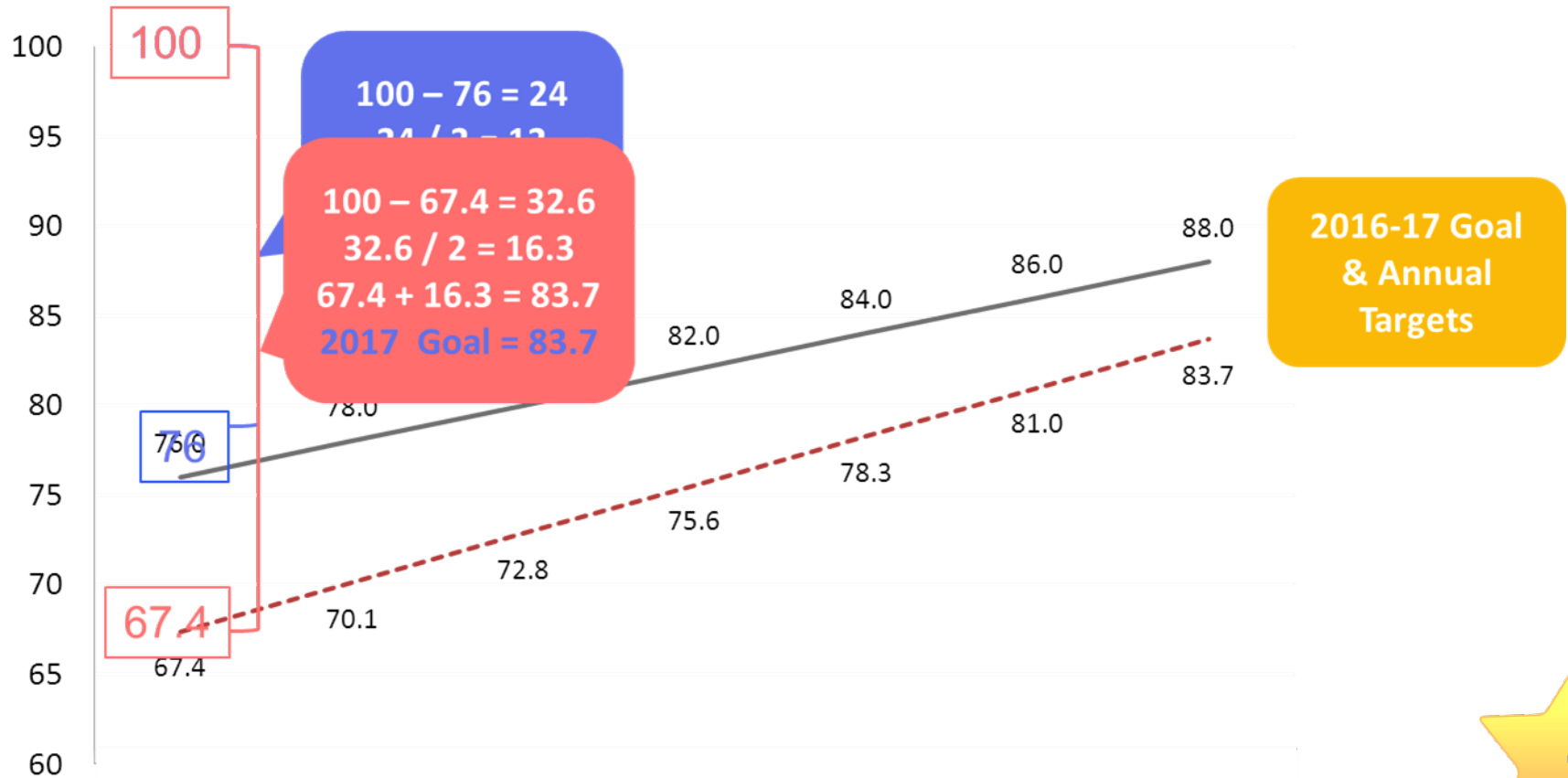


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Reduce proficiency gap by half by 2016–17

Example: Math CPI, All Students and Low Income



What will ESE report?

★ Progress & Performance Index (PPI)

- ★ Annual PPI: measure of district, school, & group progress
- ★ Four-year PPI: comprehensive measure of progress, updated annually
 - ★ More recent years weighted the most (40%-30%-20%-10%)
 - ★ Reported at state, district, school, & subgroup level

★ School & district levels (1-5)



What does the PPI measure?

For elementary & middle schools

- ★ Participation on MCAS
- ★ Progress on CPI gap-closing in ELA, math, science
- ★ Growth in ELA and math
- ★ Improved performance at Advanced & Warning/Failing levels

For high schools

- ★ Above, plus graduation & annual dropout rates



How is the PPI calculated?

- ★ Points awarded for each PPI indicator
- ★ Full credit for meeting goal, extra credit for exceeding target, partial credit for progress
 - ★ Exceed target
 - ★ Meet target
 - ★ Improve below target
 - ★ No change
 - ★ Decline



Which student groups are included?

- ★ All students (minimum of 20)
 - ★ High needs students: low income, special education, former/English language learner (minimum of 30)
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- ★ Low income
- ★ Special education
- ★ Former/English language learner
- ★ Seven racial/ethnic categories



High needs subgroup

- ★ Eliminates multiple counting of students who are in more than one subgroup
- ★ Holds over 300 additional schools accountable for low income, special education, & English language learner students
- ★ Most schools will be placed in levels based on the performance of all students & high needs group
- ★ Exception: schools with lowest performing subgroups statewide



Classifying schools

	<u>Description</u>	<u>ESE Engagement</u>
Commendation Schools	High achieving, high growth, gap narrowing schools (subset of Level 1)	
Level 1	Meeting gap closing goals (for aggregate & high needs students)	Very low
Level 2	Not meeting gap closing goals (for aggregate &/or high needs students)	Low
Level 3	Lowest performing 20% of schools (including lowest performing subgroups)	High
Level 4	Lowest performing schools (subset of Level 3)	Very high
Level 5	Chronically underperforming schools (subset of Level 3)	Extremely high

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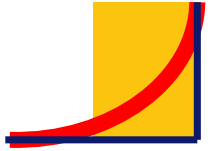


Classifying schools & districts

- ★ Charter schools will be assigned levels
- ★ Districts will be classified based on their lowest-performing schools
 - ★ Exception for certain Level 4 and 5 districts designated based on Board action
- ★ Better alignment between levels & district accountability determinations for special education



What are the continuing obligations?



- ★ Prioritize your lowest achieving students in your lowest performing schools
- ★ Reserve portion of Title I, Part A funds commensurate with the scope of the problem



- ★ **Level 1 districts** - No specific requirements
- ★ **Level 2 districts** – up to **20%** of allocation must support Level 2 schools
- ★ **Level 3 districts** – at least **20%** of allocation must support Level 2 & 3 schools
- ★ **Level 4 districts** – at least **25%** of allocation must support Level 3 & 4 schools



Lincoln Public Schools

Lincoln Public School District – Level 2

Lincoln School	Level 1
Hanscom Primary School	Level 1
Hanscom Middle School	Level 2

