

Commonwealth of Massachusetts Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

DUE: JANUARY 31, 2003

REVISED SUBMISSION: AUGUST 12, 2004

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U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

- W:** State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2 Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a Accountability system establishes a <i>starting point</i> .
F	3.2b Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions	
F	4.1 The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

- F – Final state policy
- P – Proposed policy, awaiting State approval
- W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>State law and regulations establish an accountability system that includes all public schools and districts in the state.</p> <p>Beginning in Cycle III (school years 2002/03 and 2003/04), K-2 schools with no MCAS results will be rated based on the grade 3 MCAS results of the schools their “graduates” attend. Other schools that lack reliable, comparable MCAS data as a result of small sample size (fewer than 20 students per year assessed in ELA or mathematics), or special circumstances (e.g., alternative schools that provide short-term educational services or provide services for excluded students, returning dropouts, or other special populations) may have AYP determinations based on data from sending or receiving schools to which enrolled students are linked or composite data reflecting district-wide results. MADOE shall determine, on a case by case basis, which score attribution method will result in AYP determinations that most accurately and reliably reflect the schools’ performance, and shall use that method.</p> <p>Evidence: Statute and regulations; Cycle II State Summary Report; Cycle II notice to K-2 schools.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All schools and school districts are judged on the basis of the same criteria and receive annual AYP determinations based on those criteria. Student assessment results in ELA/Reading and mathematics on standard MCAS tests and MCAS-Alt Assessments are used to calculate a composite performance index for each school and district for students in the aggregate and for student subgroups. Beginning with Cycle III (years 2003 and 2004), attendance and graduation rate criteria have also been established and incorporated into the state's AYP definition. The definition and determination of AYP is fully integrated into our state accountability system.</p> <p>Evidence: Statute and regulations; Cycle II explanatory materials (transmittal folder / power-point slides); Cycle III Mid-cycle explanatory materials.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The Massachusetts School and District Accountability System holds schools and districts accountable for student performance on Massachusetts Comprehensive Assessment System (MCAS) results. MCAS is a custom designed assessment program based on MA student learning standards set out in State Curriculum Frameworks. MCAS assessments report student results in four performance categories: <i>Advanced</i>, <i>Proficient</i>, <i>Needs Improvement</i>, <i>Failing</i> (HS) / <i>Warning</i> (elementary and middle grades). Our performance levels are similar to those used in reporting NAEP results.</p> <p>Evidence: MCAS explanatory materials posted on MADOE website.</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>MCAS tests are administered in the spring (April and May) to permit assessment of the full year of student attainment at the tested grade level. Tests include essay, open response and multiple-choice items. Open response items are scored over the summer, with teachers participating in the scoring process. The timeline for reporting MCAS results to schools, parents and the public has been accelerated over past two years by more than 60 days, from late November to mid-September. Beginning in 2004, the Massachusetts Department of Education will render preliminary AYP determinations and notify schools and districts of those determinations before the end of August of each year. We will require districts, upon receipt of this notice, to notify the parents of all students who are assigned to a school that has been preliminarily identified for improvement, corrective action or restructuring of their school choice option. Parent notification will, under this plan, take place no later than the first week of each school year, in time for alternative school assignments to be arranged if requested.</p> <p>Final school and district accountability reports and AYP determinations will be issued within 60 days after test results are returned. Once final accountability ratings and AYP determinations are issued we will revise the list of schools identified for improvement, corrective action or restructuring to reflect any additions or deletions resulting from analysis of the final determinations. Districts, upon receipt of final accountability results, will notify parents of the final results and make mid-year choice available in any cases where the preliminary AYP finding did not identify a school that, based on final results, is identified for improvement, corrective action or restructuring. In cases where a school was preliminarily identified but does not appear on the final list of schools identified for improvement, the school and its district will be so informed and the school will be relieved of prospective requirements. Any school choice commitments (i.e., transportation costs) that were made based on the preliminary identification will be honored for the balance of the school year.</p> <p>Evidence: MCAS release schedule 2002; SDAS Press release 2002 announcing accountability system results.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>On an annual basis we publish a state profile, a state report card featuring detailed assessment data that meets all NCLB requirements, and a state AYP report. These documents are available on our website at http://profiles.doe.mass.edu/state.htm.</p> <p>We also publish, on an annual basis, school and district MCAS reports as well as individual student MCAS reports. Extensive information, including aggregate and disaggregated student assessment results and school and district performance ratings for every MA school and district is reported on DOE website as part of our state, district and school profiles. The SEA provides downloadable, print-ready LEA school report card data to LEAs on an annual basis for publication in locally produced district and school report cards.</p> <p>Beginning in 2003, student subgroup information, as well as aggregate information, is included in all school and district report cards, as well as in the MA state report card. Teacher data has been compiled locally for inclusion in 2003 and 2004 district and school report cards. MADOE is planning the development of a new teacher data warehouse. By 2006 we plan to have the data collection and storage systems in place to permit reliable State reporting of all teacher data we are required by federal law to include in annual state, district and school report cards.</p> <p>Evidence: Sample MCAS reports; Sample Web-version school and district profiles; mock-up of new report card format</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>State law provides for sanctions when schools or districts are determined to be under-performing. Sanctions range from required improvement planning with State oversight, to removal of school principal and reassignment of staff for schools and district receivership when under- performance is chronic. Recognition and rewards are also part of the MA school and district accountability system. Schools with exemplary improvement may be named Compass Schools. Compass schools receive \$10,000 to assist with ongoing improvement initiatives and cover costs related to participation in effective practice dissemination activities. Privately funded cash awards are also given each year to principals of the most improved schools.</p> <p>Evidence: G.L. c. 69, sec. 1J an 1K; 603 CMR 2.00 Regulations on Underperforming Schools and Districts; 2002 Pathways To Improved Student Performance report (listing 2001 and 2002 Compass Schools)</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.1 How does the State Accountability System include all students in the State?</p>	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	<p>Public school students exist in the State for whom the State Accountability System makes no provision.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All students enrolled in public schools and those being educated in private schools at public expense are required to participate in the MCAS. Most students participate by taking the standard form of MCAS tests. Make up sessions are given for students absent from school on scheduled testing dates. A variety of accommodations are available to permit most students with disabilities to participate in the standard form of the test. 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 program.</p> <p>Effective for 2004, we have adopted the new rule recently announced by USDOE for limited English proficient students who are enrolled in their first year in U.S. schools (“first-year LEP students”). First year LEP students are required to participate in state-mandated language proficiency assessments (MELA-O, LAS-R and 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 will not be included when calculating a school, district, or state composite performance index for students in the aggregate or any student subgroup for Cycle III and subsequent review periods.</p> <p>In school year 2004/2005, we will begin administering the Massachusetts English Proficiency Assessment (MEPA), an alternative form of the MCAS ELA test specially designed to assess the level of ELA skills and knowledge of students with limited English proficiency. The MEPA test will assess performance on the same standards that are assessed through standard-form MCAS ELA tests. The MEPA, however, is designed to allow for more discriminating assessment of the development of English language skills with reference to the stages of knowledge and skill acquisition set forth in the Massachusetts <i>English Language Proficiency Benchmarks and Outcomes for English Language Learners</i>. Baseline MEPA performance data for individual students will be collected during a special MEPA administration in the fall of 2004.</p> <p>Evidence: MCAS and SDAS explanatory materials; Memo from Commissioner re: LEP testing and RFR for new ELP test design and administration</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>In October 2001, the MADOE began collecting individual student data from local districts through our electronic Student Information Management System (“SIMS”). Districts are required to report student enrollment as of October 1 of each year. For purposes of the school and district accountability system, a student is considered to be enrolled in a school for a full year if he or she is enrolled as of October 1 of any school year and remains enrolled at that school up to and including the dates of MCAS test administration in the spring of that school year.</p> <p>Evidence: MCAS and SDAS explanatory materials</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>From 1998 – 2002, test results for all students who took the MCAS tests at a particular school were included in determining the accountability system ratings and AYP determinations for that school.</p> <p>Effective for Cycle III (2003 and 2004 MCAS administrations), schools will only be accountable for the spring MCAS test results of students who, according to SIMS records, were enrolled in their school on October 1 of that school year. District accountability results will reflect performance of ALL students who took the MCAS tests while enrolled in the district’s schools, regardless of enrollment date in the district. Effective in 2004, MCAS ELA/reading and mathematics assessment results for limited English proficient student who are enrolled for the first year in U.S. schools will not be included in calculating the composite performance index values on which AYP determinations are based.</p> <p>Evidence: Law and regulations; Memo from Director of Data Collection, Analysis and Reporting</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State’s definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State’s proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>MA has established as a state goal having all students, in all schools, attain proficiency in ELA/reading and mathematics on or before the year 2014. Our accountability system is calibrated to measure annual performance toward the achievement of this objective.</p> <p>Effective in 2003, all MA public schools and school districts receive AYP determinations annually. The annual performance of each school and district for students in the aggregate and student subgroups that meet minimum size requirements is measured against MA performance targets derived from Massachusetts’ NCLB “starting points” (additional detail in Elements 3.2(a) and 3.2(c) of this document). The sequence of biennial performance targets for the years 2002 - 2014 together are referred to as our “State Line.” The state line expresses the state’s performance expectations for each year, against which AYP determinations are made. Performance targets are raised in equal increments in each two- year cycle until the 2013-14 school year, by which time all students are expected to demonstrate proficiency in ELA/reading and mathematics. The performance of each school, district and the state is assessed by calculating a composite performance index (CPI). The CPI is a measure of the extent to which students have achieved or are progressing toward proficiency. Separate determinations are made for English language arts/reading and for mathematics. Assessment results for students in all grades within a school are combined to calculate the school’s CPI for a given subject, group and time period. Beginning in 2006, we will issue district-level CPI calculations separately for the elementary, middle, and high school grade-spans (comprising grades 3-5, 6-8, and 9-12).</p>		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet the annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Our AYP determination methodology was revised in 2002 to incorporate the new NCLB target timeline. Beginning with Cycle III (2003-2004) AYP is determined for students in the aggregate and for each student subgroup that meet minimum sample size requirements. AYP determinations are made separately for English language arts/reading and for mathematics, for students in the aggregate and for student subgroups that meet the minimum size requirements.

We first take into consideration the student group's rate of participation in MCAS for the year under review. Failure to meet the 95% participation requirement results in a negative AYP determination.

If the 95% participation requirement is met, we next determine whether MCAS performance in English language arts/reading and in mathematics is at or above the state's performance targets (intermediate goal) for those subjects for the year under review.

When a group meets the 95% participation requirement and performs at or above the state target we next review the group's performance on the applicable additional indicator. For all student groups within all schools and districts, performance and/or improvement on the applicable "additional indicator" (attendance for K-8 schools; graduation rate for high schools) is measured against the intermediate State targets that have been established for those indicators. A finding as to whether the applicable target was met by each student group is reported on school and district AYP reports.

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A student group that met or exceeded 95% participation and performed at or above the state targets for a given year receives an affirmative AYP determination in that subject for that group as long as the group has met its target on the applicable additional indicator (K-8: attendance; 9-12: graduation rate). In 2004 and future years MADOE will render a negative AYP determination when a student group fails to meet the applicable additional indicator target notwithstanding the fact that it meets or exceeds the applicable participation and performance targets. [Note: MADOE did not elect to make the required additional indicator an independent AYP variable for groups that meet participation and performance targets, but has been directed by USDOE to adopt this rule to comply with USDOE regulations.]

When students in the aggregate or any student subgroup meet the assessment participation requirement in ELA or mathematics, but perform below the state target for that subject for the review period in question, we determine whether the NCLB safe-harbor provision applies. We measure the extent to which the school or district's performance in that subject for that student group improved relative to its "baseline" performance in the previous two years. We determine whether the group, although performing below the applicable state target, has either a) decreased the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year by 10% of that percentage from the preceding public school year; or b) has demonstrated a rate of improvement that is closing its performance gap at a rate that places it "on track" to achieving the goal of 100% of students in that group attaining proficiency by the year 2014 (our USDOE-approved method for implementing the NCLB "safe-harbor" rule.)

A student group that has performed below the state target but demonstrated sufficient improvement to qualify for "safe-harbor" must also meet the state's performance or improvement target on the applicable additional indicator in order to receive an affirmative AYP determination.

Beginning in 2006, we will make district-level AYP determinations separately in English language arts/reading and mathematics for the elementary, middle, and high school grade-spans (comprising grades 3-5, 6-8, and 9-12). For a district to enter Improvement Status, the district must fail to make AYP in the same subject area (English language arts/reading or mathematics) in all three grade-spans for students in the aggregate or any subgroup for two consecutive years.

School-level AYP determinations for English language arts/reading and math will continue to be based on all grades assessed in the school.

Evidence: Cycle III informational handout and workshop presentation materials (PowerPoint slides).

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>We calculated our starting points for ELA and math using NCLB prescribed methodology (rank ordered lists for ELA and mathematics with determination of performance level of school representing 20th percentile of state enrollment. 20th percentile schools were higher performing in both ELA and mathematics than our lowest performing subgroup).</p> <p>Our State starting point for ELA was 39.7% proficient and advanced, which equates to a composite performance index of 70.7. For mathematics our starting point was 19.5% proficient and advanced, which equates to a composite performance index of 53. We used our State's NCLB "starting points" as our Cycle II targets for determining AYP for the years 2001 and 2002.</p> <p>NOTE: For Cycle III, we revised our terminology to express our performance targets as "Composite Performance Index" or "CPI", rather than "proficiency index" targets. This change in terminology was made to reflect our inclusion, beginning with Cycle III, of MCAS Alternate Assessment results in the indexing system on which our accountability determinations are based.</p> <p>Evidence: State Starting Point Determination slides; Cycle II explanatory materials. Cycle III informational handouts and Power Point slides.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>We have established State targets for ELA and math performance for each two-year period from 2002 – 2014. Our annual measurable objectives are for schools and districts to meet these targets. The targets progress in equal increments from our state starting points for ELA (CPI of 70.7) and Mathematics (CPI of 53.0) to our goals, by 2014, of having all students performing at proficient and advanced levels in these subjects (CPI of 100 in both subjects). We have published and widely distributed our “State line,” which show the progression of specific performance targets for ELA/reading and mathematics that are in effect for each year from 2002 – 2014.</p> <p>To make AYP districts, schools, and subgroups must demonstrate student performance above the State target for that time period. If performance is below the state line a negative AYP determination is issued unless that school or district qualifies for “safe harbor” based on its rate of improvement (i.e., improvement at a rate that, projected forward, puts the school “on target” for getting all student to proficiency or above by 2014.) The minimum amount of improvement that a school and district is required to demonstrate to satisfy the safe harbor criteria can be calculated by dividing its performance gap for a particular subject and group (current CPI compared to CPI of 100), by the number of review cycles remaining until 2014 when it is expected to have met the 100% proficiency goal.</p> <p>Specific annual performance objectives for Cycle III (2003 and 2004) for our additional indicators (attendance and graduation rate) were set by the MA Board of Education in the spring of 2002 after consultation and review by practitioners and the public. The Cycle III attendance target for elementary and middle schools is performance at or above 92% or improvement of 1 percentage point or greater compared to the prior year. The Cycle III grade 12 competency determination rate (the interim graduation rate measure adopted by the MA Board of Education) target for high schools is 70%. In 2005, the Board voted to maintain the same attendance and competency rate targets for Cycle IV (2005 and 2006).</p> <p>Evidence: State Starting Point Determination slides; Commissioner’s memo to Board of Ed 12/10/02. Memo from Commissioner Driscoll to MA Board of Education June 18, 2003 and minutes of June Board meeting documenting approval of proposed indicators and targets; Commissioner’s memo and minutes of June 2005 Board meeting.</p>	

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2c What are the State's intermediate goals for determining adequate yearly progress?</p>	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS																												
	<p>We have established intermediate State targets for MCAS ELA and math performance that apply to all schools and districts. We have set targets, expressed as composite performance index (“CPI”) values, for each two-year cycle from 2002 – 2014. A composite performance index of 100 indicates that 100% of students are performing at proficient or advanced levels.</p> <p>The MA “intermediate goals” for performance on MCAS assessments for 2004 - 2014 are:</p> <table border="1" data-bbox="186 562 1003 716"> <thead> <tr> <th></th> <th colspan="6">YEAR</th> </tr> <tr> <th>CPI</th> <th>2004</th> <th>2006</th> <th>2008</th> <th>2010</th> <th>2012</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>75.6</td> <td>80.5</td> <td>85.4</td> <td>90.2</td> <td>95.1</td> <td>100</td> </tr> <tr> <td>Mathematics</td> <td>60.8</td> <td>68.7</td> <td>76.5</td> <td>84.3</td> <td>92.2</td> <td>100</td> </tr> </tbody> </table> <p>We have also established intermediate performance targets for our additional indicators for Cycle III (years 2003 and 2004) and Cycle IV (years 2005 and 2006).</p> <p>The performance target for attendance for Cycle III and Cycle IV are average attendance of 92% or 1 percentage point increase in the attendance rate compared to the prior year. We have established an interim graduation rate indicator for use until 2006-2007 when we will have the data needed to reliably calculate a four-year graduation rate. Our interim indicator is the grade 12 “competency determination” rate. Effective with the graduating class of 2003, MA students must earn a competency determination by passing state MCAS tests as a prerequisite for High School graduation. The state target competency determination or “CD” attainment rate for 2003 through 2006 is 70%.</p> <p>When a school or district fails to perform at or above the state target for the review period, the adequacy of a school’s improvement during the review period (safe harbor calculation) is assessed by comparing the rate of actual performance gain to the rate of improvement needed to meet the 2014 all students proficient goal</p> <p>Evidence: State Starting Point Determination slides; Commissioner’s memo to Board of Ed 12/10/02. Commissioner’s memo to Board and Board minutes, June 2003 and June 2005.</p>		YEAR						CPI	2004	2006	2008	2010	2012	2014	ELA	75.6	80.5	85.4	90.2	95.1	100	Mathematics	60.8	68.7	76.5	84.3	92.2	100	
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CPI	2004	2006	2008	2010	2012	2014																								
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PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
	<p>In 2003, we began publishing AYP determinations for all schools and districts on an annual basis. Those results are included in annual state, district and school level report cards. On an annual basis schools and districts that have failed to make AYP for two or more consecutive years are notified of the sanctions/requirements to which they are subject as a result of their identification for improvement, corrective action or restructuring.</p> <p>Continuing the school accountability practices and procedures MA established in 1999 and refined in 2002 to meet NCLB requirements, in 2004 and future even-numbered years we intend to issue end-of-cycle performance and improvement ratings based on aggregate student performance, and annual AYP determinations for schools and districts. AYP determinations for ELA/reading and mathematics, which will reflect both aggregate and subgroup student performance, will be incorporated into these end-of-cycle reports.</p> <p>Again in 2005, and continuing in each odd numbered year thereafter, we will issue “mid-cycle” AYP determinations for all schools and districts. Determinations will be made, for students in the aggregate and student subgroups, in accordance with the procedures and reporting rules approved by USDOE in 2003 for the first issuance of MADOE mid-cycle AYP determinations. For mid-cycle determinations we will review progress in the first year of the rating period toward achievement of the targets for that cycle. AYP determinations will be made by comparing mid-cycle performance to the State targets for each indicator. When performance at mid-cycle is found to be below the state target for that year, the rate of improvement will be examined to determine whether the safe-harbor rule applies. To make AYP at mid-cycle on the basis of improved student performance, a school or district must show improvement equal to or greater than 2/3 of their improvement target for the cycle. School and district improvement targets are a measure of the rate of improvement per year necessary to meet the goal of all students becoming proficient or advanced by 2014.</p> <p>Beginning in 2006, we will make district-level AYP determinations separately in English language arts/reading and mathematics for the elementary, middle, and high school grade-spans (comprising grades 3-5, 6-8, and 9-12). School-level AYP determinations for English language arts/reading and math will continue to be based on all grades assessed in the school.</p> <p>Evidence: Planned SDAS Changes for Cycle III, Associate Commissioner Dow; Memo to Superintendents re: mid-cycle Supplemental Services requirements; Cycle III Power-point presentation 9-29-03.</p>	

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English composite performance.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Since 2001 we have reported subgroup results on MCAS tests. Using our new Student Information Management System, we are able to match student data with test results and tabulate results for all required subgroups. Beginning in 2003, we issue subgroup AYP determinations for special education students, limited English proficient students, economically disadvantaged students, and students in racial and ethnic minority groups whenever there is a subgroup that meets our minimum sample size requirements. Subgroup AYP determinations are reflected in school and district and state accountability system reports beginning in 2003.</p> <p>Evidence: Sample MCAS reports; Memo from General Counsel confirming Board vote 12/18/02; 2003 MCAS results posted on MADOE website at www.doe.mass.edu/mcas; Sample Cycle III AYP Determination reports</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Using our new Student Information Management System, we are able to match student data with test results and tabulate results for all required subgroups. For each school and district and for the state as a whole, subgroup AYP determinations are issued using the same decision and reporting rules that apply to AYP determinations for students in the aggregate.</p> <p>As described in Elements 3.1, 3.2, and 4.1, beginning in 2006 we will make district-level AYP determinations separately in English language arts/ reading and mathematics for the elementary, middle, and high school grade-spans (comprising grades 3-5, 6-8, and 9-12) for students in the aggregate and all subgroups. For a district to enter Improvement Status, the district must fail to make AYP in the same subject area (English language arts/reading or mathematics) in all three grade-spans for students in the aggregate or any subgroup for two consecutive years.</p> <p>Evidence: Sample MCAS reports; Memo from General Counsel confirming Board vote 12/18/02</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Most students with disabilities participate in MCAS testing, with accommodations if required. MCAS results for all disabled students who take standard MCAS tests are included in the calculation of a school or district composite performance index for students in the aggregate and each subgroup to which a student with disabilities belongs. Students with severe and complex disabilities, including students with significant intellectual/cognitive impairments for whom the standard MCAS test is not appropriate participate in the MCAS Alternate Assessment program (MCAS-Alt). Since 2003, we have included MCAS-Alt results in the accountability system as part of our composite performance index as described in Section A below.</p> <p><i>Interim 2% Flexibility Rule – 2005 and 2006:</i> After generating preliminary AYP determinations, we will identify the schools and districts statewide that did not make AYP in English language arts, mathematics, or both subjects for the students with disabilities (SWD) subgroup only. We will perform a secondary analysis for those schools and districts, assigning 100 proficiency index points to those students with disabilities in their assessment group, if any, who are included in the 2% “proxy group.” We propose to use as our 2% “proxy group” of student MCAS results to be treated as if proficient, the results of students we deem to be “candidates for modified achievement standards” based on current year SIMS and performance data. We will use student disability type, level of need, and actual current year assessment performance data to identify these candidates from among students with disabilities who took the standard form of the MCAS test. We will re-run the AYP determinations for those schools/districts using the modified PI points assigned for “proxy group” students with disabilities. If, as a result of the secondary analysis, a school or district meets or surpasses its AYP performance targets, the school or district will be considered to have made AYP for the current school year. Details of our selection process are offered in the step-by-step explanation in Section B below.</p>		

Section A

In Massachusetts, the MCAS-Alt assessment, a portfolio review process, 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. The MCAS-Alt is designed to both assess students who have significant cognitive impairments and are engaged with learning objectives distinct from those of age/grade level peers, and to measure the academic performance and progress of students whose disabilities do not impair cognitive functioning and are working toward attainment of grade level proficiency. The assessment results of MCAS-Alt participants who are not significantly cognitively impaired are included in the calculation of a school's or district's composite performance index (CPI) by measuring performance against the same standards and performance levels and assigning the same proficiency points per student that apply to students who take standard MCAS tests.

During Cycle II (2001 and 2002) we introduced the "Proficiency Index" – a measure of the distribution of student performance in a school relative to attaining grade-level proficiency. A school's proficiency index reflects student performance only on standard MCAS tests scored with reference to grade-level student learning standards. Beginning in 2003, we expanded the measures we use to assess school and district performance and improvement to include data from the MCAS-Alt assessment program, introducing the "composite performance index" as our new unit of school and district performance measurement.

In 2003 and again in 2004, approximately one percent of students in Massachusetts public schools participated in the MCAS-Alt assessment program. Most of the students that currently participate in MCAS-Alt assessments do have significant cognitive impairments, as indicated by the students' disability types and level of special education service needs (reported in our SIMS system), and the evidence from the level of complexity of the learning tasks with which they are able to engage (evident in their assessment portfolios). We anticipate that the number of students participating in the MCAS-Alt will increase in future years as training in the use of the MCAS-Alt assessment process expands and school staff become aware that their schools and districts now receive equivalent credit, in the rendering of AYP determinations, for the academic gains achieved by students with significant cognitive impairments engaged in individually appropriate "off-grade-level" learning objectives and students toward grade-level proficiency. SIMS data for 2003 and 2004 lead us to conclude that many more students qualify for use of the MCAS-Alt than are currently participating in this assessment program.

Beginning with 2003 AYP determinations, the assessment results of students participating in MCAS-Alt assessments have been combined with student assessment results from standard MCAS tests to generate a "Composite Performance Index" on which AYP determinations are based. **Table 1** below shows the point values associated with the performance levels that are used to express the results obtained on standard MCAS tests and from MCAS-Alt participants who are working toward proficiency on grade-level learning standards. **Table 2** below shows the point values that are associated with specified levels of performance on the MCAS-Alt assessment demonstrated by students working to achieve learning objectives, in accordance with their individual education plans, below grade-level for their age group.

A school's or district's Composite Performance Index in each subject for each student group is calculated as follows:

- 1) the number of students who took **standard MCAS tests** who performed at each of the five proficiency levels set out in **Table 1** is multiplied by the number of proficiency index points associated with each level;
- 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 proficiency levels set out in **Table 1** is multiplied by the proficiency index points associated with each level;

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- 3) the number of students with significant cognitive impairments who demonstrated performance at each of the five MCAS-Alt levels shown in **Table 2** is multiplied by the MCAS-Alt index points associated with each level;
- 4) The point totals from steps one, two and three above are added together. The sum is divided by the total number of students assessed (standard MCAS tests and the MCAS-Alt.)

The result is a number between 0 and 100 which constitutes the school’s or district’s Composite Performance Index (“CPI”) for that subject, group and time period.

Table 1: Proficiency Index Points

For students taking standard MCAS tests and MCAS-Alt participants who do not have significant cognitive impairments	
MCAS SCALED SCORE or MCAS-Alt Equivalent	POINTS AWARDED
200 – 208 Failing/Warning	0
210 – 218 Failing/Warning - High	25
220 – 228 Needs Improvement	50
230 – 238 Needs Improvement -- High	75
240 – 280 Proficient/Advanced	100

Table 2: 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
Portfolio not submitted	0
Portfolio <i>Incomplete</i>	25
<i>Awareness</i>	50
<i>Emerging</i>	75
<i>Progressing</i>	100

Section B

Interim 2% Flexibility Rule (2005 & 2006) – Step-By-Step Explanation

1. Assign Alternate Index (AI) points to all students whose performance was measured in relation to alternate achievement standards using the current year MCAS-Alt.
2. Calculate 2.0 percent of total number of students assessed statewide in current year in MCAS English language arts and mathematics. This figure represents the maximum number of students at the state level whose assessment results can be treated as if proficient under the flexibility available to students who would be appropriately assessed based on modified achievement standards.
3. In the event that the number of students receiving AI points exceeds 1.0 percent of the total number of students assessed statewide in current year in MCAS English language arts and mathematics, subtract the excess number of student records from the 2.0 percent figure calculated in Step 2. Maintain AI points, as assigned in Step 1, for any excess number of student records.
4. Use March SIMS disability incidence data and Spring standard MCAS results to identify up to the maximum number of students from Step 2, in ELA and math separately. Based on the criteria below, flag individual student records in the state student records database:
 - a. All disabilities with high level of need scoring less than 220 points on current year MCAS
 - b. All disabilities with moderate level of need scoring less than 210 points on current year MCAS

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- c. Specific disabilities with moderate level of need scoring between 210 and 218 points on current year MCAS
 - i. Specific disabilities: Intellectual; Sensory/Deaf Blindness; Multiple Disabilities; Autism; Developmental Delay; Emotional Disability or Specific Learning Disability, if necessary.
5. Once current year MCAS data is received from testing contractor, generate preliminary AYP calculations.
6. Identify schools and districts that did not make AYP in current year for SWD subgroup only.
7. Assign 100 PI points to targeted students from Step 4 who were enrolled and assessed in schools and districts that did not make AYP for the SWD subgroup only.
8. Perform secondary analysis: re-generate current year CPI calculations using targeted students' modified PI scores. Compare new CPI calculations to state performance targets without using confidence intervals or other statistical treatments.
9. Determine an adjusted AYP determination for any SWD subgroup that meets or surpasses the state performance target based on the group's modified CPI score in the secondary analysis.
10. Generate AYP reports showing original (un-modified) CPI calculations, original AYP determinations, and adjusted AYP determinations, if any.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>In 2003, all LEP students were required to participate in the MCAS assessment program, either by taking the standard form of the test or, in the case of LEP students with disabilities, the MCAS-Alt, with limited exceptions made for LEP students who entered US schools for the first time after October 1, 2002 and lack a sufficient command of English to engage with the MCAS test material.</p> <p>For the 2004 MCAS administration, we have revised our test participation requirements in accordance with recently announced USDOE rule changes. For 2004 and subsequent years, LEP students in their first year in US schools are required to participate in our state language acquisition tests and in MCAS mathematics and science assessments, and are permitted but not required to participate in MCAS English language arts/reading tests. The performance of LEP students in their first year in US schools is not included in calculating a school or district's CPI for ELA/reading or mathematics. All first year LEP students are, however, considered as participants for the purpose of determining whether a group met its 95% participation target.</p> <p>During 2002-03 and 2003-04 LEP students who are not in their first year in US schools are participating in MCAS by taking standard form MCAS tests in English. Beginning in 2004-2005, LEP students will instead take the new MEPA test, a version of the ELA test specifically designed to measure language and content acquisition by students with limited English composite performance. Results from this test will be included in school and district accountability determinations beginning in Cycle IV (2004-05 and 2005-06).</p> <p>Evidence: MCAS explanatory materials; 11/19/02 Memo from Commissioner Driscoll to Board of Education re: plans for testing LEP students; 2003 MCAS participation guidelines posted on MADOE website; Cycle III informational materials.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

To achieve reliability, consistency and validity of accountability decisions, our minimum sample size rules for issuing performance ratings and AYP determinations for students in the aggregate and for student subgroups are as follows:

Beginning in 2004, school and district **aggregate AYP determinations** will be issued whenever the aggregate number of students included in the performance calculation (exclusive of any LEP students who were in their first year in US schools and in the case of schools, any students enrolled after October 1st of that school year) is forty (40) or greater in each year for which performance data is being analyzed.

- 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 performance ratings and 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.

When the number of students assessed per year is fewer than 40 MADOE will determine, on a case-by-case basis, the most reliable, consistent and valid method to render an AYP determination for the school or district. Where no more statistically reliable method exists, MADOE may render a school or district aggregate AYP determination on a sample size of not fewer than twenty (20) students.

Beginning in 2004, school and district AYP determinations for student subgroups will be issued whenever (1) there are 40 or more subgroup members, AND (2) the number of subgroup members is at least five percent (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.

- At mid-cycle, when AYP determinations are based on a single year of data, to receive an AYP determination a subgroup must meet the sample size requirements stated above for the year under review.
- At end-of-cycle, when data for the two years comprising the review cycle are combined to determine performance ratings and AYP determinations, to receive a subgroup AYP determination a subgroup must meet the sample size requirements in each year of the two years under review.

When determining the extent of improvement demonstrated (for purposes of applying the safe-harbor rule) we apply an error band of 2.5 points when school groups are composed of 100 or more students. This represents a typical 95% confidence interval for groups of that size. For groups with fewer than 100, but more than 20 students, we determine the actual 95% confidence interval for that group, up to a maximum of 4.5 CPI points.

For districts with fewer than 100 students in an identified group, the error band rules used for school calculations apply. When district sample size is 100 or more but fewer than 400, a 2.5 point error band is applied when determining the adequacy of improvement for purposes of applying the safe-harbor rule. When sample size is 400 to 799, a 2.0 point error band is used. An error band of 1.5 points are applied to district groups with 800 or more students; a 1.0 point error band is used for groups larger than 1,200.

Evidence: Cycle II and Cycle III explanatory materials.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>To ensure confidentiality of individual student information we do not report results for groups less than 10.</p> <p>Evidence: MCAS explanatory materials.</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>For Cycles I and II, the MA school and district accountability system had student performance results on state MCAS tests as its only indicators. In conformance with NCLB, additional indicators have been added [graduation rate for High Schools and attendance at elementary and middle school levels] for Cycle III.</p> <p>Evidence: SDAS Framework and Cycle II explanatory materials; Cycle III informational handout and PowerPoint slides.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>At its December 2002 meeting the MA Board of Education approved modification of the MA SDAS to include graduation rates as an additional indicator for high schools. We will begin reporting graduation rates using the NCLB 4-year cumulative graduation rate definition in 2006-07, using SIMS data from 2002 – 2006. The rate will be calculated as follows:</p> $\frac{\# \text{ Graduates (with regular diploma) who completed high school in four years}}{[\# \text{ Graduates (same as above) + \# of 9}^{\text{th}} \text{ grade dropouts/retentions + \# 10}^{\text{th}} \text{ grade dropouts/retentions + \# 11}^{\text{th}} \text{ grade dropouts/retentions + \# 12}^{\text{th}} \text{ grade dropouts/retentions + \# students who complete 12}^{\text{th}} \text{ grade without a regular diploma}]}$ <p>The data for each class will be tracked going forward from 9th grade. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. Students who are retained in grade, and thus leave their original class, will not count toward the number of graduates, but will be included in the denominator as members of the original class.</p> <p>In the interim, until SIMS data to accurately and reliably perform the calculation set out above becomes available, a school's or district's grade 12 competency determination or "CD" rate will be used as the graduation rate measure. [Note: We explored the feasibility of using SIMS data from 2001 to calculate a grade 10-12 graduation rate for use as our interim indicator, as projected in our initial NCLB Accountability workbook submission. We determined that the SIMS data reported during 2001, the first year of implementation of our new state student management system) was not sufficiently complete and reliable to support valid accountability decision-making. For years previous to the 2002-2003 school year we were unable to consistently and reliably link data from our student data collection systems (SIMS) with state assessment (MCAS) data files, making it impossible to reliably track the progress of cohorts of high school students entering grade 9 before 2002.</p> <p>Moreover, the grade 12 competency determination rate is an appropriate interim graduation rate measure for our state because the class of 2003 was the first class required to meet a state "competency determination" standard (score of 220 or higher on state administered MCAS assessments in ELA and mathematics) as a requirement for graduation. We will continue to use the rate at which students attain a state competency determination as our additional accountability system indicator for high schools until 2006-2007.</p> <p>The competency determination rate for a given year is calculated by determining how many students, exclusive of foreign exchange students, were enrolled in grade 12 as of October 1 of the school year ("a"), subtracting from this total those students who transferred into a different school between October 2 and last day of that school year ("b"), determining how many from among the subset represented by "a" minus "b" successfully attained a competency determination by August 31 following their scheduled graduation date ("c"), then dividing "c" (numerator) by "a" - "b" (denominator). The rate is the percent of grade 12 students that met the MA graduation standard in the year under review.</p> <p>Evidence: Memo from General Counsel confirming Board vote; Memo from Director of Data Collection, Analysis and Reporting explaining graduation rate calculation method. Board memo and minutes, June 2003; Cycle III informational handout and PowerPoint slides.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>At its December 2002 meeting the MA Board of Education approved modification of the MA SDAS to include attendance as an additional indicator for elementary and middle schools. After public consultation and Board discussion the decision was made to adopt average attendance, and improvement in average attendance as the additional indicator for elementary and middle schools. The performance target for this indicator is 92%; improvement target for those below 92% is 1 percentage point per year. Medically fragile students and students undergoing extended medical treatment as a result of serious illness or injury may, at the request of the LEA with supporting documentation, be excluded from the calculation of a school or district's average attendance.</p> <p>Evidence: Memo from General Counsel confirming Board vote. June 2003 Board memo and minutes</p>		

⁹ NCLB only lists these indicators as examples.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Beginning in 2001, we now collect student data on an individual basis through the MA Student Information Management System (SIMS). The reliability of data reporting has been greatly enhanced through implementation of this system.</p> <p>Evidence: SIMS Data Standards Handbook (excerpt)</p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Yes. During Cycle I we reported results separately for ELA, math, and science, then combined data to create an “Overall” rating. For Cycle II, we dropped the overall ratings and only reported subject specific ratings and AYP determinations. In 2003 and going forward, we will issue separate ratings and AYP determinations for ELA and mathematics.</p> <p>Evidence: Cycle II explanatory material</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g.; it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>We use two years of combined performance data to increase reliability during end of cycle determinations. The introduction in Cycle II of a proficiency index measurement tool, and further enhancement of that tool in Cycle III into what is now know as our "composite performance index" or "CPI" has enhanced the reliability of decisions compared to the scaled score criteria used in Cycle I.</p> <p>The CPI determinations, because they are based on increments that permit us to measure more discrete gradients of performance and track movement toward proficiency as well as attainment of proficiency, are also more stable than findings based simply on the percent proficient and advanced.</p> <p>The Department has invested considerable resources to develop our state's student level data collection and management system ("SIMS"). This system has greatly enhanced our capacity to ensure that demographic data used to define subgroups is consistently reported and accurate. The enrollment information used in the accountability system is now directly connected to the MA school finance system, a change that has sharpened LEA attention to accuracy and timeliness in the reporting of student data.</p> <p>Evidence: Cycle II explanatory materials; SIMS information posted on DOE web-site.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Our assessment system results have been validated using comparisons with other standardized tests and review of alignment with State standards. These results are the primary indicators on which AYP determinations are made. We use minimum sample size rules to ensure the reliability of AYP findings. We look at both absolute performance and improvement to ensure that valid judgement are being rendered with respect to the adequacy of progress by a school toward achieving state and federal student performance goals.</p> <p>Evidence: MCAS technical documents and Achieve report published on DOE MCAS website</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS																								
<p>The composite performance index system allows us to incorporate results from new test administrations without disruption of accountability decisions. Our composite performance index allows us to combine results from standard MCAS tests with results from the MCAS-Alt measuring the educational progress of students with significant cognitive/intellectual impairments. We require two years of baseline data, and two years in the rating period as a basis for performance and improvement ratings and end-of-cycle AYP determinations. Mid-cycle AYP determinations are based on a single year's data.</p> <p>In spring 2006 we implemented additional MCAS tests in English language arts and mathematics in grades 3 through 8 and 10 to meet the assessment requirements of NCLB.</p> <table border="1" data-bbox="428 653 1287 905"> <thead> <tr> <th><i>Grade</i></th> <th><i>English language arts</i></th> <th><i>Mathematics</i></th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Ongoing</td> <td>New in 2006</td> </tr> <tr> <td>4</td> <td>Ongoing</td> <td>Ongoing</td> </tr> <tr> <td>5</td> <td>New in 2006</td> <td>New in 2006</td> </tr> <tr> <td>6</td> <td>New in 2006</td> <td>Ongoing</td> </tr> <tr> <td>7</td> <td>Ongoing</td> <td>New in 2006</td> </tr> <tr> <td>8</td> <td>New in 2006</td> <td>Ongoing</td> </tr> <tr> <td>10</td> <td>Ongoing</td> <td>Ongoing</td> </tr> </tbody> </table> <p>Massachusetts averages two years of performance data when making AYP determinations in End-of-Cycle (even-numbered) years. As such, 2006 AYP CPI calculations will only include the results of those assessments that were also given during the 2004-05 school year.</p> <p>We will incorporate the results from all English language arts and mathematics assessments, in grades 3 through 8 and 10, beginning with 2007 AYP calculations.</p> <p>Evidence: Cycle II explanatory materials; Cycle III explanatory materials; MCAS explanatory materials.</p>			<i>Grade</i>	<i>English language arts</i>	<i>Mathematics</i>	3	Ongoing	New in 2006	4	Ongoing	Ongoing	5	New in 2006	New in 2006	6	New in 2006	Ongoing	7	Ongoing	New in 2006	8	New in 2006	Ongoing	10	Ongoing	Ongoing
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7	Ongoing	New in 2006																								
8	New in 2006	Ongoing																								
10	Ongoing	Ongoing																								

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>We have reliable enrollment data from our student information system (SIMS). We cross match this data with MCAS testing program data. We routinely calculate and report participation rates in MCAS testing program. We began reporting participation rates on Cycle II accountability system reports. We have adjusted our methods for calculating participation to conform to NCLB rules. Students who do not participate in MCAS tests because of absence, whether excused or unexcused, are not considered to have participated, with the exception, beginning in 2004, of LEP students in their first year in US schools.</p> <p>Beginning in 2004, participation rates on the MCAS are being calculated as follows:</p> $\frac{\text{\# of students assessed + LEP students enrolled in US schools for the first time}}{\text{\# of students enrolled throughout the test administration window}}$ <p>Students who submit alternate assessment portfolios are included in the numerator and denominator. Students absent, but not medically excused, are in the denominator but not the numerator.</p> <p>In the event that a school or district, in a given year, fails to meet the 95% participation rate as a result of the unavailability of one or more students who were absent at the time of testing or unable to participate in the MCAS Alt Assessment by reason of a documented medical emergency occasioned by accident, illness or disability MADOE will review the matter on appeal and may recalculate the rate exclusive of those students medically unable to participate in the MCAS assessments.</p> <p>Evidence: MCAS reports; 2003 Mid-cycle AYP reports; accountability system technical documentation.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?</p>	<p>State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.</p>	<p>State does not have a procedure for making this determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>In Cycle II we began reporting participation rates on school rating reports. For Cycle III the 95% participation rate rule was applied in making all AYP determinations for students in the aggregate and student subgroups.</p> <p>Evidence: 2003 Mid-Cycle AYP Reports (posted on MADOE website).</p>		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each composite performance level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English composite performance, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.