Bedford Public Schools: Accountability Report 2018

Accountability

- Components
- Indicators
- Weighting of Indicators
- Normative component
- Criterion-referenced component
- Bedford Schools reports
- Categorization of schools
- Accountability Reports: Bedford Public Schools

Using MCAS and Accountability to Improve

- Examine details and implications of new indicators
- Learn from our successes
- Investigate at the student level
- Monitor literacy implementation year two
- Ensure optimal on-line testing conditions in 2019

Components of Accountability

- Additional accountability indicators
  - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
  - Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
  - In addition to the performance of the school as a whole
- Discontinuation of accountability & assistance levels 1-5
  - **Replaced with accountability categories that define the progress that schools are making &** the type of support they may receive from the Department
- Districts classified based on district-level data
  - No longer based on the performance of a district's lowest performing school

Massachusetts' accountability indicators – non-high schools

Indicator	Measure
Achievement	• English language arts (ELA) average scaled score • Mathematics average scaled score • Science achievement (Composite Performance Index (CPI))
Student Growth	• ELA **mean** student growth percentile (SGP) (**formerly median**) • Mathematics **mean** SGP (**formerly median**)
English Language Proficiency	• **Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)**
Additional Indicator(s)	• **Chronic absenteeism** (percentage of students missing 10 percent or more of their days in membership; measured grade 1-12)

Massachusetts' accountability indicators – high schools & middle/high/K-12 schools

Indicator	Measure
Achievement	• English language arts (ELA) achievement (Composite Performance Index (CPI)) • Mathematics achievement (CPI) • Science achievement (CPI)
Student Growth	• ELA **mean** student growth percentile (SGP) • Mathematics **mean** SGP
High School Completion	• Four-year cohort graduation rate • Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) • Annual dropout rate
English Language Proficiency	• **Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)**
Additional Indicator(s)	• **Chronic absenteeism** (percentage of students missing 10 percent or more of their days in membership) • **Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses)**

English language proficiency indicator

- New indicator in 2018

- Set students on a **non-linear path** to achieving English language proficiency in **six years**

- Set targets for **each English learner** based on:
  - Starting point (initial ACCESS for ELLs assessment results);
  - Grade; &
  - Years in Massachusetts

- School & district performance will be measured based on the **percentage of students meeting their targets** each year

Weighting of indicators in non-high schools

Indicator	Measures	2018 Weighting	
		With ELL	No ELL
Achievement	• ELA, math, & science achievement values (based on scaled score)	60%	67.5%
Student Growth	• ELA/Math Student Growth Percentile (SGP)	20%	22.5%
English Language Proficiency	• Progress made by students towards attaining English language proficiency	10%	
Additional Indicators	• Chronic absenteeism	10%	10%

Weighting of indicators in high schools & middle/high/K–12 schools

Indicator	Measures	2018 Weighting	
		With ELL	**No ELL**
Achievement	• ELA, math, & science achievement	40%	47.5%
Student Growth	• ELA/Math Student Growth Percentile (SGP)	20%	22.5%
High School Completion	• Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate	20%	20%
English Language Proficiency	• Progress made by students towards attaining English language proficiency	10%	
Additional Indicators	• Chronic absenteeism • Percentage of students completing advanced coursework	10%	10%

Normative component

- Accountability **percentile** 1-99, calculated using all available indicators for a school

- Compares schools administering similar statewide assessments

- Used to identify the lowest performing schools in the state

- Same calculation used at the subgroup level to identify low-performing subgroups ("subgroup percentile")

Comparisons

- Schools will be grouped & compared based on the assessment(s) administered in 2018

  - Non-high schools
    - Serving only a combination of grades 3-8 (Includes Lane and JGMS)
    - Administering Next-Generation MCAS tests in ELA & math

  - High schools
    - Schools in which the only tested grade is grade 10
    - Administering only legacy MCAS tests (in 2018)

Criterion-referenced component

- Focus on **closing the achievement gap by raising the "achievement floor"**
  - Gap-closing can occur as a result of a decline in performance by the high-performing group

- In addition to meeting targets for the school as a whole, the **performance of the lowest performing students in each school will be measured**
  - Every school has a group of lowest performers
  - Identified from **cohort of students who were enrolled in the school for more than one year**

Lowest performing students – cohort model

- For most schools serving grades 3-8, these students were:
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in current school in 2017 & 2018; &
  - Not a first- or second-year English learner in 2018

- Identified using a combined 2017 ELA & math average scaled score

- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the "all students" group only

Lowest performing students – year-to-year approach

- In high schools, **the cohort model cannot be used**

- Improvement will be measured using a year-to-year approach based on students who were:
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in grade 10 in current school in 2018, & attended grade 9 in the same school or district in 2017; &
  - Not a first- or second-year English learner in 2018

- Identified using a **combined ELA & math average scaled score**

- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the "all students" group only

Criterion-referenced component

- Points assigned based on **progress toward target** for each indicator, for both the aggregate & the lowest performing students

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

Criterion-referenced component calculation – Lane School

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA scaled score	4	4	-	4	4	-
Math scaled score	3	4	-	4	4	-
Science achievement	4	4	-	-	-	-
Achievement total	11	12	60%	8	8	67.5%
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	3	4	-
Growth total	7	8	20%	7	8	22.5%
EL progress	3	4	10%	-	-	-
Chronic absenteeism	4	4	10%	0	4	10%
Weighted total	8.7	9.6	-	7.0	7.6	-
Percentage of possible points	91%		-	92%		-
Criterion-referenced target percentage	92%: Meeting Targets					

Criterion-referenced component calculation – John Glenn MS

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	**Total possible points**	**Weight**	**Points earned**	**Total possible points**	**Weight**
ELA scaled score	3	4	-	2	4	-
Math scaled score	3	4	-	2	4	-
Science achievement	3	4	-	-	-	-
Achievement total	9	12	67.5%	4	8	67.5%
ELA SGP	2	4	-	3	4	-
Math SGP	3	4	-	3	4	-
Growth total	5	8	22.5%	6	8	22.5%
EL progress	-	-	-	-	-	-
Chronic absenteeism	3	4	10%	1	4	10%
Weighted total	7.5	10.3	-	4.2	7.6	-
Percentage of possible points	73%		-	55%		-
Criterion-referenced target percentage	64%: Partially Meeting Targets					

Criterion-referenced component calculation – Bedford High School

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA achievement	4	4	-	1	4	-
Math achievement	1	4	-	0	4	-
Science achievement	4	4	-	4	4	-
Achievement total	**9**	12	47.5%	**5**	12	67.5%
ELA SGP	3	4	-	2	4	-
Math SGP	2	4	-	2	4	-
Growth total	**5**	8	22.5%	**4**	8	22.5%
Four-year cohort graduation rate	4	4	-	-	-	-
Extended engagement rate	3	4	-	-	-	-
Annual dropout rate	3	4	-	-	-	-
High school completion total	**10**	12	20%	–	-	-
EL progress	-	-	-	–	-	-
Chronic absenteeism	1	4	-	0	4	-
Advanced coursework completion	0	4	-	-	-	-
Additional indicators total	**1**	8	10%	**0**	4	10%
Weighted total	**7.5**	10.7	-	**4.3**	10.3	-
Percentage of possible points	**70%**		-	**42%**		-
Criterion–referenced target percentage	**56%: Partially Meeting Targets**					

Bedford High School: Chronic Absenteeism Detail

Chronic absenteeism – High school							About the Data
Group	**2017 Rate (%)**	**2018 Rate (%)**	**Change**	**Target**	**N**	**Points**	**Reason**
All Students	10.7	10.8	-0.1	9.7	833	1	No Change
Lowest Performing	14.0	17.4	-3.4	8.7	46	0	Declined
High needs	25.4	21.1	4.3	22.7	199	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	72	-	-
EL and Former EL	-	-	-	-	34	-	-
Students w/disabilities	26.2	25.8	0.4	22.3	124	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	92	-	-
Afr. Amer./Black	-	-	-	-	62	-	-
Hispanic/Latino	-	-	-	-	71	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	46	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	9.6	10.4	-0.8	8.3	560	0	Declined

Note that chronic absenteeism for high needs students exceeded target, and met target for Students with Disabilities. The decline for lowest performing students is an area to investigate. Some of this attendance challenge is associated with social-emotional concerns that are now at the forefront of the high school improvement plan as they begin Challenge Success.

Bedford High School: Advanced Coursework Completion Detail

Advanced coursework completion – High school							About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	52.6	48.8	-3.8	55.8	426	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	13.3	12.4	-0.9	21.3	89	1	No Change
Econ. Disadvantaged	-	-	-	-	28	-	-
EL and Former EL	-	-	-	-	10	-	-
Students w/disabilities	3.2	4.6	1.4	10.7	65	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	44	-	-
Afr. Amer./Black	-	-	-	-	35	-	-
Hispanic/Latino	-	-	-	-	30	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	26	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	51.3	49.3	-2.0	54.3	290	0	Declined

Note that the high school has increased the percentage of Students with Disabilities who are enrolled in advanced courses, an area of focus for us. Further investigation at the student level will help us determine the factors behind the drop for "all students" and whether action is needed.

Categorization of schools

Schools without required assistance or intervention (approx. 85%)

Schools requiring assistance or intervention (approx. 15%)

Schools of recognition	Meeting targets	Partially meeting targets	Focused/targeted support	Broad/ comprehensive support
Schools demonstrating high achievement, significant improvement, or high growth	Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 0-74	• Non-comprehensive support schools with percentiles 1-10 • Schools with low graduation rate • Schools with low performing subgroups • Schools with low participation	• Underperforming schools • Chronically underperforming schools

2018: Performance against targets reported in 2 categories (meeting & partially meeting
2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)

Notes:
• School percentiles & performance against targets will be reported for all schools

Categorization of districts

- Districts will be classified based on the performance of the district as a whole (No longer lowest performing school)

- District accountability percentiles will not be calculated

- Classified based on **criterion-referenced** component
  - Achievement/growth, HS completion, EL progress, advanced coursework, chronic absenteeism
  - Adjustments made for low graduation rates & low assessment participation

Categorization of districts

Districts without required assistance or intervention	Districts requiring assistance or intervention

Meeting targets

Criterion-referenced target percentage 75-100

Partially meeting targets

Criterion-referenced target percentage 0-74

2018: Performance against targets reported in **2** categories (meeting & partially meeting
2019: Performance against targets reported in **3** categories (meeting, partially meeting, & not meeting)

Focused/targeted support

• Districts with low graduation rate
• Districts with low participation

Broad/ comprehensive support

• Underperforming districts
• Chronically underperforming districts

Notes:
• Performance against targets will be reported for all districts

Accountability reports

- Accountability reports published for each district & school (fall 2018)

- Reports will include:
  - Overall classification
    - Including reason(s) for classification (e.g., low graduation rate, low-performing subgroup)
  - Criterion-referenced target percentage
  - Accountability percentile (schools only)
  - Data related to performance on each accountability indicator for each subgroup meeting the minimum group size (20 students)
    - All students
    - Lowest-performing students
    - High needs students
    - English learners
    - Students with disabilities
    - Economically disadvantaged students
    - Major racial/ethnic subgroups

Accountability Report - Bedford Public Schools

2018 Official Accountability Report - Bedford

Organization Information	
DISTRICT NAME Bedford (00230000)	**TITLE I STATUS** Title I District
REGION Coastal	**GRADES SERVED** PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Partially meeting targets

Progress toward improvement targets	Accountability percentile
72% - Partially meeting targets	-

This district's determination of need for special education technical assistance or intervention
Meets requirements (MR)

Overall Results - Bedford Public Schools

	All students non high school grades			Lowest performing students (non high-school grades)			All students high school grades			Lowest performing High School grades		
	Points earned	Possible Points	Weight %	Points earned	Possible Points	Weight %	Points earned	Possible Points	Weight %	Points earned	Possible Points	Weight %
Achievement	11	12	60.0	7	8	67.5	9	5	47.5	1	8	67.5
Growth	6	8	20.0	7	8	22.5	5	8	22.5	4	8	22.5
4-yr cohort grad, etc.	-	-	-	-	-	-	10	12	20.0			
EL proficiency	2	4	10.0	-	-	-	-	-	-	-	-	-
Additional Indicators	3	4		0	4	10	1	8	10.0	-	-	-
Weighted Total	8.3	9.6					7.5	10.7		1.6	7.6	
% of Possible Points	86%			80%			70%			21%		
% PP by gradespan	83% Weight of non-high school results: 70%						46% Weight of high school results: 30%					
Target Percentage	72%: Partially Meeting Targets											

Accountability report - Bedford High School

2018 Official Accountability Report - Bedford High

Organization Information	
DISTRICT NAME Bedford (00230000)	**TITLE I STATUS** Title I School
SCHOOL Bedford High (00230505)	**GRADES SERVED** PK,09,10,11,12
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Partially meeting targets

Progress toward improvement targets	Accountability percentile
56% - Partially meeting targets	75

Accountability report - John Glenn Middle School

2018 Official Accountability Report - John Glenn Middle

Organization Information	
DISTRICT NAME Bedford (00230000)	**TITLE I STATUS** Title I School
SCHOOL John Glenn Middle (00230305)	**GRADES SERVED** 06,07,08
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Partially meeting targets

Progress toward improvement targets	Accountability percentile
64% - Partially meeting targets	71

Accountability report - Lane School

2018 Official Accountability Report - Lt Job Lane School

Organization Information	
DISTRICT NAME Bedford (00230000)	**TITLE I STATUS** Title I School
SCHOOL Lt Job Lane School (00230012)	**GRADES SERVED** 03,04,05
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Meeting targets

Progress toward improvement targets	Accountability percentile
92% - Meeting targets	94

I. Examine details and implications of **new accountability indicators**:

- **Chronic absenteeism**: a concern across the district (small # of students but large impact)

- **English Learner Progress**: We exceed targets where our groups are large enough to measure, but we need to check smaller groups as well

- **Advanced Coursework:** review which courses are included and enrollment of students; use this measure to help improve access

- **95% Participation**--We are fine here for the moment, but monitor closely so as to maintain 95% rate.

Learn from Our Successes

I. **Science K–12**
   A. Grade 10: Adjustments made two years ago: administer physics final exam ahead of June MCAS; use as formative assessment and re-teach, review as needed.
   B. JGMS: New generation standards are now in place along with science practices. Students explain what they understand, hypothesize and discover more frequently.
   C. Lane: Faculty went "all in" on science standards when they arrived; fifth graders taking the test last spring had three full years of new curriculum. PD for teachers, including Cambridge College course.

II. **Lane ELA**
   A. Intense focus on ELA instruction and professional development for last four years.
   B. Faculty student and professional goals have largely focused on ELA, as have classroom observations.

Investigate at the Student Level

Usually begins with data research question posed within team (building or district leadership, grade level, department), which then leads to other questions and deeper study. Multiple investigations are now underway across the district.

- **Example 1**: Of the grade three Students with Disabilities (SWD), what were individual student disabilities and how did those disabilities correlate with their performance on the ELA test? Are there any patterns? What interventions or supports did they have?
- **Example 2**: Of the 8th grade students who did not meet or partially met expectations on the math test, how many have attended school in Bedford since kindergarten? How did they perform on the 7th grade math MCAS? What math grades have they earned on report cards? What supports or interventions have they had?
- **Example 3**: Who are current ninth grade students who partially met or did not meet expectations on grade 8 ELA MCAS? How did they do in grade 7? What interventions or supports are they now receiving? How is their attendance and performance thus far in high school?

Monitor Literacy Implementation Year 2: BHS

Bedford High School:

- Articulate essential literacy skills, practices and expectations within and across disciplines
- Teachers will deliberately teaching reading skills in their content areas
- Identify Tier I instructional methods that support students' development of disciplinary literacy (do our students think and write like a mathematician, like a scientist, like a historian, etc.)
- Empower students to be leaders of their own learning by writing "I can" statements and helping them create individualized learning targets
- Continue to support and institute strong professional development that includes collaboration, data analysis and coaching
- Redesign department and faculty meeting time in order to focus on disciplinary literacy
- Develop an articulated intervention plan for struggling students who are not making effective progress
- Design and utilize ongoing formative and summative assessments that inform instruction and outcomes and monitor student growth
- Students will become more literate in content specific disciplines, learning will be strengthened in all subject areas

Monitor Literacy Implementation Year 2: JGMS

John Glenn Middle School:

- **1. Continue our school-wide instructional and curriculum focus on improving students' literacy skills. Specifically, examine our instructional practices in regards to nonfiction/informational text reading comprehension and writing across all subject areas.**

1A. Engage in professional development on "Keys to Literacy" to adopt consistent strategies school-wide which focus on reading comprehension skills; including, but not limited to critical thinking for close, analytic reading, main idea skills, text structure knowledge, graphic organizers, two-column notes, summarizing and generating questions.

1B. Examine current writing practices, both formal and informal, and implement consistent expectations and language to be used across disciplines where appropriate.

1C. Continue to examine vertical curriculum alignment and programming with a focus on transition years. While this aligns with the literacy initiative, additional focus must be given to math curriculum.

Monitor Literacy Implementation Year 2: Lane School

Strengthen literacy development to support all students independently reading and comprehending nonfiction and fiction text, including increasingly complex text.

- *Continue training all staff on Fountas and Pinnell benchmark assessments; including assessing and determining next steps for instruction*
- *Implementation of Lucy Calkins Reading Units of Study in Gr 3 and 4. Pilot program in several Gr 5 rooms.*
- *Develop ways to integrate Science and SS content into Lucy Calkins literacy program*
- *Explore the use of Curriculum-Based Measurements for progress monitoring and more targeted interventions*
- *Analyze teacher schedules to increase reading intervention times*
- *Develop more consistent criteria for reading interventions*
- *Train selected teachers in Orton-Gillingham, Visualizing and Verbalizing, Lindamood-Bell's LIPS program and Leveled Literacy Intervention (LLI)*
- *Provide more staff training for developing critical thinking skills of students by using "claim-evidence-reasoning" across multiple disciplines*
- *Advance work already started for helping students synthesize information from multiple texts*
- *Coordinate literacy coaching cycles for Gr 3 and 4.*
- *Continue work with staff on helping students support claims with evidence across all subject areas*

Monitor Literacy Implementation Year 2: Davis School

Davis School: INTEGRATED STUDIES WITH AUTHENTIC ASSESSMENT

Use integrated (science, social studies, math and ELA) projects, studies and play that purposefully engage students in application, reflection and creativity demonstrating knowledge, understanding and skills of the essential learning expectations.

- Strengthen and build students background knowledge in all content areas through integrated studies to support them in reading more complex non-fiction text
- Continue to diversify the Book Room leveled guided reading selections that reflect the new science standards and provide windows and mirrors for our students and see growing independence in students accessing these books during integrated studies
- Continue to work as grade level teams to share and develop practices, materials, and lessons that align with the power standards in science and social studies
- Continue to develop common understanding and clarity of end of year expectations within integrated studies in regards to the following critical components: inquiry, student voice and choice, student collaboration, student reflection
- Continue to develop strategies to explicitly help students to transfer the skills of oral communication, analysis and critical thinking during integrated studies to their work as readers and writers and vice versa.
- Continue to develop strategies to explicitly help students to transfer the skills of listening and analyzing/interpreting information heard during integrated studies to comprehension strategies critical to reading success and vice versa.
- Continue grade level work with curriculum coordinators and library/media and tech department to establish a system for increasing STEAM learning experiences

Ensure optimal on-line testing conditions

- Clear concern about optimal testing situations for students, especially around technology
- All MCAS tests except science will be computer-based in 2019
- Planning team has already met
  - iPad use for MCAS has glitches
  - Plan is to use chromebooks, laptops and desktops
  - Sufficient devices if we coordinate test dates
  - Room planning for individual needs will begin this fall
  - Communication among buildings with technology will be ongoing for planning and troubleshooting
  - Get brief student feedback from students after the tests to compare platforms

Conclusion-Questions

As Commissioner Riley has said several times, "This is a year to take a breath…"
Bedford will continue strengthening literacy for all students and adjust as needed to the new accountability system.

Special thanks to contributors:

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JGMS: Principal Kevin Tracey and Assistant Principal Nick Bacigalupi

Lane: Principal Rob Ackerman, Assistant Principal and Science Coordinator Keith Kinney, Math Coordinator Sarah Dorer

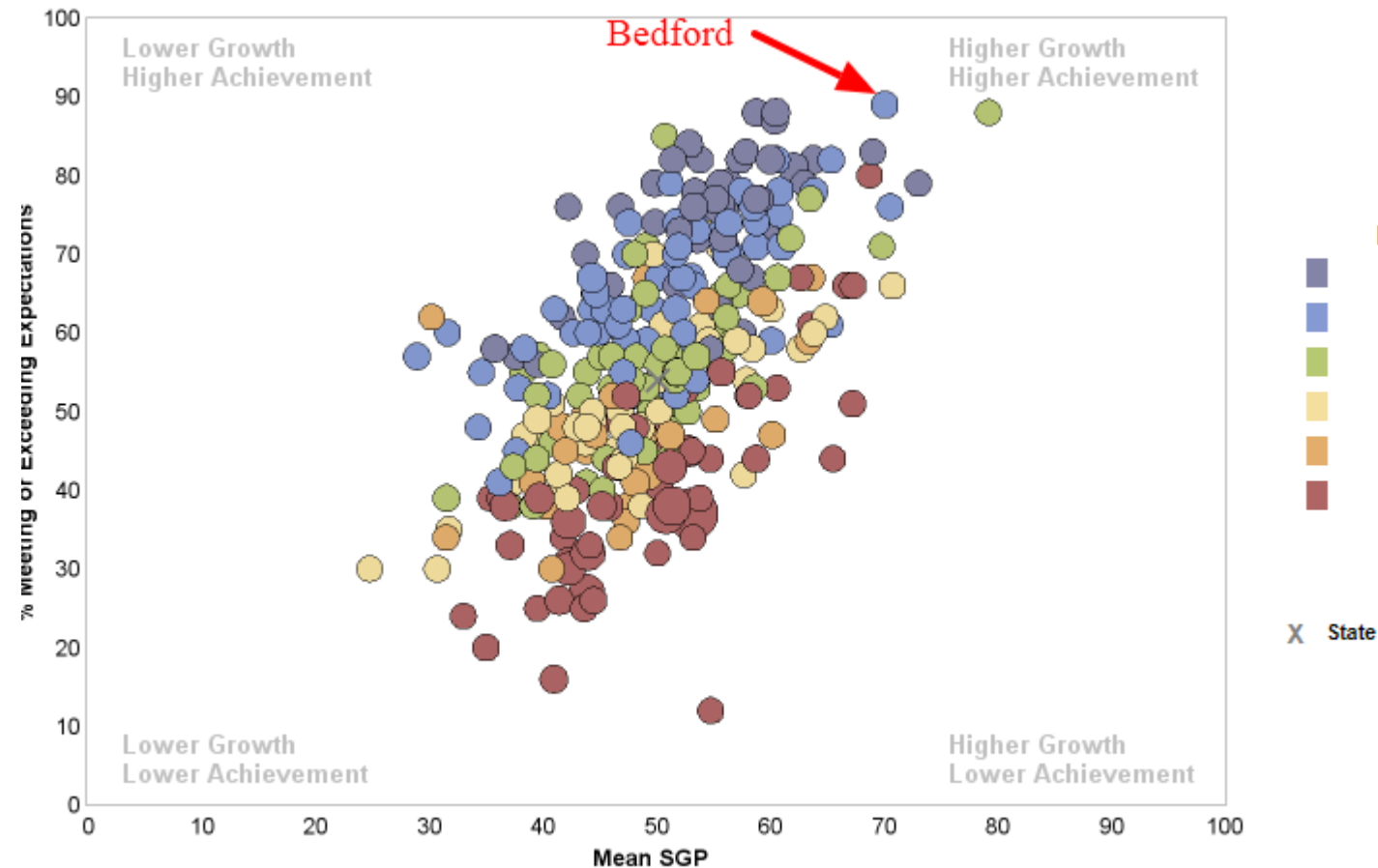**Davis**: Principal Beth Benoit and Assistant Principal Jessica Colby

ELA K-5 Curriculum and K-12 Reading Director Andrea Salipante

Special Education Director Marianne Vines

Superintendent Jon Sills

Spring 2018 MCAS Statewide Achievement and Growth by District
English Language Arts

Grade: Grade 10
Student Group: All Students

Note how blue dots are clustered at the top, indicating that legacy ELA MCAS test does not differentiate in the same way as MCAS 2.0 (see supplemental slide #1 for contrast).