Supporting SMART Goals
with Assessment Data

Fall 2013

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Introduction

This document is designed to provide teachers and school leaders with more information about data sources in Boston Public Schools that can be used to support goal development, either for a school's Quality School Plan (QSP) or for Educator Evaluation goals. Data sources are split to support two categories of goals, as supported by MCAS data: Growth or Mastery. Growth is a way for schools to evaluate whether students are growing over the school year when compared to their peers; Mastery is based on content and allows schools to determine if students are understanding content that has been taught. Both Growth and Mastery goals are tied to the summative MCAS data since it directly impacts a school's Progress and Performance Index but the formative data sources within each category can support teachers and school leaders as check-in points throughout the school year.

For High Schools: In addition to the growth and mastery distinctions driven largely by MCAS (which are probably more useful to grade 9 and 10 teachers rather than grade 11 and 12), this document provides a third category to better support high schools. Additional High School Goals is a category recognizing that high schools have additional indicators to make sure their students are career and college ready.

Assessments within this guide are coded with colored boxes to more easily identify which grade levels can use the assessment data as follows:

- ■ *data is available for early childhood grades*
- ■ *data is available for grades 3-8*
- ■ *data is available for high schools*

Sample goals are provided both for overall categories (growth and mastery) and for each assessment. The following images are to help provide further distinction between whether the goal is appropriate for the school level or at the teacher level.

School level goal:
These goals are big picture goals that take into consideration the fact that school goals are developed to align with the 2-year quality school plans.

Teacher level goal:
These goals are more refined goals, better suited to a classroom. They take into consideration the fact that teachers need the data for their evaluations by May 15 of each year (and assessment data from the MCAS would not be available in time.)

In order to access the administration dates for all assessments, please refer to the BPS Assessment Calendar(available on the RAE tab of MyBPS) or the Massachusetts Department of Elementary and Secondary Education testing schedule (available here: http://www.doe.mass.edu/mcas/cal.html).

Growth Goals

Summative Growth Target (MCAS): Student Growth Percentile (SGP)

Schools may decide to focus their goals on how much growth their students have made throughout the year. A growth goal takes into consideration the achievement levels of students at the start of the year. These goals measure growth by comparing students to peers who have performed similarly on the same assessment. This measurement on MCAS is the Student Growth Percentile (SGP) which takes into account student growth for up to four years compared to similar students across the state. Unlike a mastery goal, this goal is limited to certain grade-levels and content areas. SGP is not reported for the Science MCAS or for any 3rd grade student on either Math or ELA MCAS. According to state standards, a median SGP between 51-59 is considered "On Target" to reduce CPI gap by half (see Appendix PPI Points). A school's median SGP is directly related to the school's Progress and Performance Index (PPI).

Sample School Goal:

Due to the fact that last year our median Student Growth Percentage in ELA was 42 and a median SGP between 51 and 59 is considered average and will meet our PPI requirement, our goal is to increase this year's median SGP in ELA to 55.

Sample Teacher Goal:

Based on the fact that my current students score an average of 1.99 for ELA Open Response questions according to last year's ELA MCAS, my goal is that by May, the class average for ELA Open Response questions will be 3.0, as based on classroom assessments using the MCAS Rubric. Progress will be measured throughout the year on open response questions included in classroom assessments.

Mastery Goals

Summative Mastery Target (MCAS): Percent of students at a performance level, Composite Performance Index (CPI)

Schools may decide to focus their goals on absolute achievement levels of grade-level content standards as determined by MCAS. This type of goal does not necessarily take into consideration the achievement levels of students when they start the year. Instead, these goals are built from the performance of the previous year's students' performance levels. Unlike SGP, however, this type of goal can be measured for any grade-level or content area that takes MCAS (including grade 3 and Science). The Composite Performance Index, or CPI, is another way to structure these goals. The CPI is a measure of the extent to which students are

progressing towards proficiency (a CPI of 100) in ELA, mathematics, and science as reported in the Progress and Performance Index (PPI), Massachusetts' accountability system.

Mastery goals based on MCAS results could be built around the following concepts:
- Increasing the percentage of students in the Proficient or Advanced performance levels
- Decreasing the percentage of students in the Warning/Failing performance level
- Increasing the mean CPI to a specified target

Each of the measures above is directly related to the school's PPI (see appendix PPI rubric).

Sample School Goal: We will increase the mean CPI in Mathematics by <u>4.5</u> points (as determined by CPI annual target).

Sample School Goal: We will decrease the percentage of students in Warning/Failing in ELA by 10%. (see Appendix for PPI Points and extra credit targets)

Sample Teacher Goal:

Based on the fact that students got 25% correct on standard MA.7.RP.2a on the MCAS, my goal is that by May when the students retake the MCAS, 80% of the students will demonstrate that they are proficient in deciding whether two quantities are in a proportional relationship by testing for equivalent relationships (MA.RP.2a). This skill is essential to ensuring understanding of many of this year's units of study. To monitor student progress, I will maintain a folder for each student containing the students' products and a rubric which will be reviewed on a regular basis with the students, parents, and co-teacher. I will also check their % correct on this standard on both the predictive assessments and paced interims, where it is assessed.

■■ Growth & Mastery: ACCESS for ELLs

Some information ACCESS for ELLS will tell me: "On an annual basis, monitor progress of ELLs' English language proficiency in grade levels K-12" -WIDA Consortium

As one source of data among multiple, the ACCESS results may help schools:
- Determine placement of students
- Make programmatic decisions
- Reclassify students' ELL status

Some information ACCESS for ELLS won't tell me: Growth for students who did not take the ACCESS last year, growth between when the test was administered and the end of the year
When do I review this data: Results are reported in late May

How do I access this information: Results available through the DESE Security Portal, administrator access is required.

Additional Tips/Notes: Access results alone should not be used as the sole factor in determining English proficiency. Other indicators to supplement ACCESS results include:

- Observations by, and the judgment of, teachers
- Student's classwork
- MCAS and other test results

Sample Growth School Goal:

On average, our ELL students will grow 2.0 levels in their composite score on ACCESS and at least 1.5 levels in each domain.

Sample Growth Teacher Goal:

Based on the ELD levels in my classroom I have chosen to select a target group of 6 students with ELD levels 3 and 4. My goal is that by May, these students will achieve an increase by two ELD levels, or reach level 5. I will measure these students' progress by assessing their TRC reading scores, vocabulary journals, writing prompt journals, writing prompts, grammar journals, oral and written storytelling, observational notes, and video manuscripts covering the content areas.

Sample Mastery School Goal:

90% of our previously tested level 4 students will score an Overall Level 5.0 and at or above a 4.0 on a Composite Literacy Score (Reading and Writing), which is the criteria for re-designation as FLEP.

Sample Mastery Teacher Goal:

Based on the fact that 50% of my students are ELD level 4, my goal is that by May, these students will be at ELD level 5, and I will check progress towards this goal by monitoring classroom assessments and observations.

Mastery: MCAS-Alt

Some information the MCAS-Alt will tell me: MCAS-Alt performance levels; CPI scores; "the extent to which students are addressing, in their alternative assessment portfolios, the challenging academic knowledge and skills described in the Massachusetts curriculum frameworks" (http://www.doe.mass.edu/mcas/alt/2012statesum.pdf)

Some information the MCAS-Alt won't tell me: Scaled scores; MCAS performance levels; performance of students with disabilities who take the MCAS

When do I review this data: Full preliminary results for MCAS-Alt in all subjects were posted electronically on August 7, 2013. Official district and school MCAS-Alt results and accountability reports are released to the public mid-September 2013

How do I access this information: Full preliminary results for MCAS-Alt are posted electronically to DropBox Central in the DESE security portal (https://gateway.edu.state.ma.us/ResourceList); Official district and school MCAS-Alt results and accountability reports are released on the DESE website (http://profiles.doe.mass.edu/state_report/mcas.aspx); both sites require admin access.

Additional Tips/Notes: A student may take the standard MCAS test in one subject and the MCAS-Alt assessment in another

Sample Mastery School Goal:
Increase the mean CPI for students with disabilities taking MCAS-Alt by increasing the percent of students who score progressing.

Sample Mastery Teacher Goal:
Based on the fact that 8 out of 8 of my students with IEPs currently score below proficient on the Achievement Network ELA test, 4 out of 8 will score in the proficient range or higher by the 4th ELA interim assessment.

▪▪ Growth & Mastery: Predictive Assessments

Some information Predictive Assessments will tell me: Predictive assessments are aligned to the MCAS and designed to give teachers an idea of what students know, as reported on the 2011 Massachusetts Frameworks (Common Core Standards). The first predictive contains content from the previous year and current year so teachers can use it to see what students know and don't know from the previous year as well as the upcoming year. Teachers can use this data to adjust their instructional planning for the year, allowing more time for areas where the students are weak and shortening time spent where students already have demonstrated mastery of the standard. The second predictive assesses only current grade level standards but has a range of content that has or has not yet been taught. Teachers can use this data to decide if they need to reteach a particular standard and can use it in their planning for the rest of the school year, adapting their instructional plans based on student performance.

The predictive assessments also give a Developmental Level (DL or scaled) score for each student. These scores are aligned to the MCAS reporting categories and can be interpreted like this: if a student continues to progress at their current level over the school year, they will most likely be <u>proficient</u> (fill in the student's MCAS category here) on the MCAS at the end of the year. This data can be helpful when determining intervention groups, targeting students for before/after school programs, or sharing standard level reports with parents who want to help at home as well. Using the DL score, teachers can also assess student

growth between assessments (a numerical value that varies by grade and subject). Growth can also be seen when students move from a projected Needs Improvement score to Proficient, for example.

Some information Predictive Assessments won't tell me: The first and second predictive assessments will not give you a score that can be used for grading the way paced interims can be used because students are not expected to know all of the content being assessed. These assessments are for grades 3-10 so they won't give you any data on your grade preK-2 students.

When do I review this data: After the first predictive in September, again in late January after the 2nd predictive, and finally in June after the End of Year assessments. If administered online, most data (except DL scores and MCAS reporting categories which take an additional week) is available immediately. For paper/pencil administration, scanner sheets are posted online the Saturday after testing.

How do I access this information: Online at: www.ati-online.com

Additional Tips/Notes: Talk to the Lead Teacher at your school for help navigating ATI's website. Additional tips and guides can be found on the RAE tab of MyBPS or call 635-9450 for help.

Sample Growth School Goal: 80% of our students will meet or exceed the expected growth and/or the district average growth (a list of BPS averages will be published after the 1st predictive).

Sample Growth Teacher Goal: Based on the fact that the average score of my lowest performing subgroup in the math standard Number and Operations in Base 10 (NBT51-7) was 55% on the Predictive Assessment, my goal is that by January, the average score in this subgroup will increase to 70% and by May, it will increase to 85% on similar assessments. This standard represents 25% of the questions on the test. I will measure progress toward this goal though in-class assessments throughout the year.

Sample Mastery School Goal: 75% of our students scoring Warning/Failing or Needs Improvement on the 1st Predictive will move up one MCAS performance level by the 2nd Predictive. We will accomplish this by identifying those students for extra support and/or interventions and through differentiated instruction.

Sample Mastery Teacher Goal: 85% of my students scoring Warning/Failing or Needs Improvement on the 1st Predictive will move up one MCAS performance level by the 2nd Predictive. I will accomplish this by identifying those students for extra support and/or interventions and through differentiated instruction.

Growth: End of Year Assessments

Some information the End of Year Assessments will tell me: The end of year assessment is a summative assessment administered at the end of the school year to determine how well students have understood content taught in the current school year. The test results will be reported in the same way the 1st and 2nd predictive assessments are reported, with growth on the same DL scale. However, these assessments can also be used for grading (no more than 20% of a student's final grade) because they are aligned to the content taught over the school year.

Some information the End of Year Assessments won't tell me: These tests won't tell me how my students in grades PreK-2 are doing. You are also very limited in your ability to use this data in a formative way because there isn't enough time left in the school year for re-teaching once these results are available.

When do I review this data: At the end of the school year (late May, early June)

How do I access this information: Online at: www.ati-online.com

Additional Tips/Notes: Talk to the Lead Teacher at your school for help navigating ATI's website. Additional tips and guides can be found on the RAE tab of MyBPS or call 635-9450 for help.

Sample Growth School Goal:
80% of our students will meet or exceed the expected growth and/or the district average growth (see Appendix A for list of BPS averages).

Sample Growth Teacher Goal:
Based on the fact that students are struggling to express their ideas using proper content vocabulary, as evidenced on the baseline written assessment in which 45% of my students were able to communicate their understanding of the content both numerically and in writing, my goal is that by June, 80% of students will be able to convey and explain their mathematical ideas and reasoning clearly through verbal and/or written communication using content specific vocabulary. Progress will be measured through regular assessments that ask students to demonstrate understanding both through solving problems and expressing their reasoning in writing.

Sample Mastery School Goal:
80% of students will score 80% or higher on the End of Year Assessments.

Sample Mastery Teacher Goal:

Based on the fact that 65% of my students were not proficient on the MCAS, my goal is that 80% of my students will score at least 80% on each Paced Interim and on the End of Year to demonstrate that they have gained proficiency with the content I am teaching. Progress for this goal will be measured on week-in-review, unit assessments, and Paced Interim results.

■■ Mastery: Paced Interims (ATI/ANet Assessments)

Some information Paced Interims will tell me: Paced Interims are aligned to BPS curriculum and designed to let teachers know how well students have learned content that has been already been taught. Because the content is only material students should already know, these assessments can be used for grading (ideally students could score 100% correct) and are great tools to identify areas where teachers should focus re-teaching efforts. Data is reported aligned to the 2011 Massachusetts Curriculum Frameworks.

Some information Paced Interims won't tell me: These assessments will not show you growth because the content on each assessment is different.

When do I review this data: Paced Interims are administered in October, December, and February.

How do I access this information: Depending on which assessments your school uses, either online at www.ati-online.com or at my.achievementnetwork.org

Additional Tips/Notes: Talk to the Lead Teacher at your school for help navigating ATI's website. Additional tips and guides can be found on the RAE tab of MyBPS or call 635-9450 for help. Talk to your ANet Data Coach for help navigating the Achievement Network website.

Sample Mastery School Goal:

80% of students will score 80% or higher on the paced interims.

Sample Mastery Teacher Goal:

Based on the fact that 65% of my students were not proficient on the MCAS, my goal is that 80% of my students will score at least 80% on each Paced Interim and on the End of Year to demonstrate that they have gained proficiency with the content I am teaching. Progress for this goal will be measured on week-in-review, unit assessments, and Paced Interim results.

■ Growth & Mastery: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Some information DIBELS will tell me: Students' readiness for reading in grades K2, 1, and 2; students' performance in the following subtests that are indicators of early literacy development: initial sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency; growth in student performance in each subtest over the year.

Some information DIBELS won't tell me: A prediction of a student's future performance on the ELA MCAS (In fact, only approximately 50% of BPS students who score Benchmark on the grade 2 end of year assessment go on to be proficient on the grade 3 MCAS).

When do I review this data: DIBELS data is immediately available after each assessment is administered: September-October, February, May-June. Progress monitoring data will be available more frequently depending on when a teacher decides to monitor targeted students who are below benchmark.

How do I access this information: mCLASS website: www.mclasshome.com/wgen/Login.do Individual student data is immediately available on the iTouch (if used for DIBELS administration) as well as on the mCLASS website

Additional Tips/Notes: Principals have access to whole school DIBELS reports through mCLASS; teachers have access to run classroom-level reports using mCLASS; mCLASS not only offers a variety of reporting formats but also provides links to suggested activities and intervention strategies based on student performance.

Sample Growth School Goal:
Our students' growth on DIBELS from September to June will exceed last year's district average growth from beginning of year to end of year.
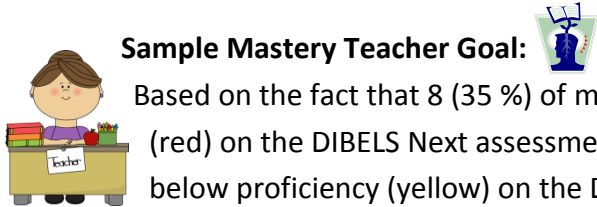
Sample Growth Teacher Goal:
Based on the fact that 8 (35 %) of my students currently score far below proficiency (red) on the DIBELS Next assessment, and 10 (43%) of my students currently score below proficiency (yellow) on the DIBELS Next assessment, my goal is that by June when End of Year DIBELS Next is administered, all students will move up at least one category (from far below to below, or from below to proficient). These students' progress toward the DIBELS Next goals for the non-sense words test, and the first sound fluency test will be measured by the mid-year benchmark assessment and our progress-monitoring.

Sample Mastery School Goal:
80% of 1st graders will be reading at or above grade level on the DIBELS assessment.

Sample Mastery Teacher Goal:

Based on the fact that 8 (35 %) of my students currently score far below proficiency (red) on the DIBELS Next assessment, and 10 (43%) of my students currently score below proficiency (yellow) on the DIBELS Next assessment, my goal is that by June when End of Year DIBELS Next is administered, 88% (20 of my students) will score proficient on the same assessment. These students' progress toward the DIBELS Next goals for the non-sense words test and the first sound fluency test will be measured by the mid-year benchmark assessment and our progress-monitoring.

Growth & Mastery: Text Reading and Comprehension (TRC)

Some information TRC will tell me: A student's instructional reading level in grades K-3 (instructional reading level is the level at which a student is not only performing well but is also challenged) and changes in students' instructional reading level over the academic year.

Some information TRC won't tell me: A prediction of a student's future performance on the ELA MCAS.

When do I review this data: TRC data is available immediately after each assessment is administered: September-October, February, May-June.

How do I access this information: mCLASS website: www.mclasshome.com/wgen/Login.do Individual student data is immediately available on the iTouch (if used for TRC administration).

Additional Tips/Notes: mCLASS not only offers a variety of reporting formats but also provides links to suggested activities and intervention strategies based on student performance.

Sample Growth School Goal:

100% of students in grades PreK-2 will increase their instructional reading levels by June, as measured by the TRC.

Sample Growth Teacher Goal:

Based on the fact that 50% of my students currently score below Benchmark on the TRC, my goal is that by February, 100% of my students will increase by at least two reading levels on the same assessment. Progress toward this goal will be measured by collecting and analyzing TRC benchmark data, progress monitoring and running records.

Sample Mastery School Goal:

All PreK-2 students' instructional reading levels will meet the grade-level instructional reading level by June, as measured by the TRC

Sample Mastery Teacher Goal:

Based on the fact that 50% of my students currently score below Benchmark on the TRC, my goal is that by February, 100% of my students will score reading level F or higher on the same assessment. Progress toward this goal will be measured by collecting and analyzing TRC benchmark data, progress monitoring and running records.

■■ Mastery: Common Writing Assignment (CWA)

Some information the CWA will tell me: This assignment is designed to give students the opportunity to practice their writing skills in different content areas: ELA, Math, Science and History.

Some information the CWA won't tell me: Because this is administered once a year and the prompt and rubric are subject to change each year, this is not a valid growth measure.

When do I review this data: CWAs are generally provided to schools in January, however, results are not required to be entered into ATI until late spring.

How do I access this information: CWAs are posted by individual departments on the Curriculum and Instruction Weebly website: http://bpscurriculumandinstruction.weebly.com; scores are entered on ATI: www.ati-online.com

Additional Tips/Notes: Talk to the Lead Teacher at your school for help navigating ATI's website. Additional tips and guides can be found on the RAE tab of MyBPS or call 635-9450 for help.

Sample Mastery School Goal:

80% of our school's students will score Meets Expectations or higher when scored against the district's argumentative writing rubric. (This goal can be altered depending on the subject area of the CWA because the rubrics vary slightly by subject and grade.)

Sample Mastery Teacher Goal:

Based on the fact that my students scored 54% correct on Open Response items on the MCAS last year (which includes the Writing Prompt), my goal is that at least 75% of my students will score Meets Expectations or above on the CWA, and by May, at least 85% will do so on a similar assessment scored against the same rubric. I will measure progress over the course of the year through a variety of writing assignments.

■■■ Mastery: End of Unit Assessments (district or teacher/team created)

Some information End of Unit Assessments will tell me: How well my students understand the concepts that were taught in the unit being assessed.   Teacher or teacher-team created end of unit assessments can also be used to check if students have mastered the content that was taught. These assessments are frequently used for grading but can also be used in a formative way to inform a teacher's instruction after identifying what students do or do not know.

Some information End of Unit Assessments won't tell me: Because the content is different on each end of unit test, they are not a growth measure. Depending on the assessment, they may not be aligned to the Massachusetts 2011 Curriculum Frameworks (Common Core).

When do I review this data: After administering an end of unit assessment

How do I access this information: Many end of unit assessments come with BPS' curriculum materials, such as Reading Street. Teachers can find the tests and scoring guides in their materials.

Additional Tips/Notes: For goals that are built around a particular standard or set of standards, teacher team created assessments like an end of unit can be a good way to check in on student progress towards mastery over the school year. Both ATI and ANet provide test building software and large item banks for teachers to use to quickly and easily create your own end of unit assessments. Talk to the Lead Teacher at your school for help navigating ATI's website. Additional tips and guides can be found on the RAE tab of MyBPS or call 635-9450 for help. Talk to your ANet Data Coach for help navigating the Achievement Network website.

Sample Mastery School Goal:
80% of students will score 80% or higher on end of unit assessments.

Sample Mastery Teacher Goal:
Based on the fact that 52% of my 8th grade civics students scored below an 80% on the Unit One assessment, for the rest of the school year my goal is that the 80% percent of my students will score 80% or higher on the remaining four unit assessments.

Additional High School Goals

At the high school level, MCAS results play less of a role in goal-setting. Most high schools only have one tested MCAS grade and therefore, tend to set goals around other areas that reach a larger segment of their population. For this reason, it is necessary to look at other assessments and metrics before setting goals. A general focus for high schools is college readiness. This broad focus area for high schools can evidence itself in a number of metrics, such as graduation rate, dropout rate, FAFSA completion rate, college application, and participation and performance in PSAT, SAT, AP and dual enrollment courses. While all of these metrics may not apply to each high school, some combination of these metrics will contribute to the assessment of college readiness of your school. Similar to other assessments, there are guidelines about how and when to use these metrics for school and teacher goals. These recommendations are meant to aid the school-wide and teacher goal setting process.

■ Mastery: PSAT

Some information the PSAT will tell me: This will provide a comparable estimate of how students will perform on the actual SATs.

Some information the PSAT won't tell me: PSAT scores cannot be used in lieu of the SAT scores for college admission. Additionally, although the PSAT will estimate students' scores on the SAT, this is based on continued education; the scores of this test should not be used to place students out of courses they would normally have taken.

When do I review this data: The results of the PSAT are released at the beginning of December and both students and administrators are able to access the results.

How do I access this information: https://scores.collegeboard.org/pawra/home.action

Sample School Mastery Goal:
Given that fewer than 50% of all students scored at least 45 in each section of the PSAT, this year's goal is to increase the number of students who score 45 on each section to 75%.

Sample Teacher Mastery Goal:
Based on the fact that the current 11th grade students scored an average of 26.4 on the Critical Reading Section of the PSAT in October, my goal is that by January, 60% score an 80% or higher on an in-class critical reading assessment, and that by May, 85% score an 80% or higher on a similar assessment.

◼ Growth & Mastery: SAT

Some information the SAT will tell me: The number of students who meet the sliding scale SAT requirements for all MA state universities

Some information the SAT won't tell me: This will not provide information on actual college entrance. This will not provide information about high school graduation requirements. This will not provide information about future remediation in college.

When do I review this data: Review this data at the beginning and throughout senior year of high school.

How do I access this information: On the BPS Data Warehouse and guidance counselors receive a paper version of the results for all students. BPS Office of Data and Accountability will have the results for students who may have entered your school as seniors, but previously took the SAT.

Sample School Mastery Goal:

Given that the average combined Math and Verbal score for graduates last year was 800, this year's goal is to increase the percentage of students who have at least a combined score of 950 on the Verbal and Math components of the SAT, which is the minimum requirement for MA state schools.

Sample Teacher Mastery Goal:

Based on the fact that 30% of the seniors I taught last year received a combined score of at least 950, this year's goal is to increase the percentage of seniors who receive a score of 950 to 45%.

Sample Teacher Growth Goal:

Given that 25% of my current seniors scored a 45 on the critical reading section of the PSAT, this year's goal is to increase the percentage of students scoring 450 on the practice sections of the critical reading SAT exam to 50%.

◼ Growth & Mastery: Advanced Placement (AP)

Some information AP tests will tell me: The number of students who should be able to waive a course in college. Additionally, this information should tell you how successful students are in the AP courses that you provide. More specifically, you should compare the enrollment numbers of each of the AP courses that your school offers and look at the passing rates for those students. If there are highly enrolled classes with very poor passing rates, it will be necessary for the administration to review the instruction and content of these courses.

Some information AP tests won't tell me: This will not provide information on actual college entrance. This will not provide information about high school graduation requirements. This will not provide information about future remediation in college.

When do I review this data: Ideally, you would review this information at the beginning of the year (scores are released in mid-September). This should inform the planning that goes into teaching these AP courses.

How do I access this information: Schools will receive reports; BPS Office of Data and Accountability has the results and can share it with schools that are not able to access the reports.

Sample School Mastery Goal:
Based on the fact that fewer than 20% of students received a 3+ on the 3 most popular AP exams in SY12-13, this year's goal is to increase the percentage of students who receive a 3+ on the 3 most popular AP exams to 25%.

Sample Teacher Mastery Goal:
Based on the fact that none of the students in my AP course scored a 3+ on the exam, this year's goal is to have 25% of the course score a 3+ on the exam.

Sample Teacher Growth Goal:
Based on the fact that none of the students received a 3+ on the practice free response practice exam provided by CollegeBoard, my goal is to have 25% of the class score a 3+ on the last free response practice exam administered in May.

■ Growth & Mastery: College Readiness

Some information this will tell me: This should be a good indicator of which students are college-ready based on high school academic preparation. These include the required number and type of courses that students will need in order to be admitted into MA state universities.

Some information that this won't tell me: This will not determine high school graduation; students still need to complete MCAS requirements as well as other local school requirements.

When do I review this data: At the beginning and end of each school year. Guidance counselors should review transcripts with students to make sure that each student is taking courses to fulfill the MassCore curriculum. Guidance counselors should also encourage students to take a certified math course each of the four years of high school.

How do I access this information: Student transcripts are available on Aspen. Additionally, past MassCore completion rates are available on the MA DESE public website so schools can see trends in completion rates.

Sample School Mastery Goal:
Based on the fact that 40% of graduates completed a MassCore curriculum last year, the goal is to increase the percentage of students graduating with MassCore program of studies to 65%.

Sample School Growth Goal:
Based on the fact that 75% of 9th graders were on track to complete a MassCore curriculum in SY12-13, this year's goal is to have 90% of 9th graders on track to complete a MAssCore curriculum in SY13-14.

Growth & Mastery: College Affordability

Some information this will tell me: The number of students who have been given an Expected Family Contribution (EFC) from the federal government.

Some information that this won't tell me: This will not determine how many students can afford to go to college. This will not tell you how many students are going to college. This will not tell you the forms of financial aid students are receiving for postsecondary education.

When do I review this data: Guidance counselors can start reviewing this data in February. It is important to start reviewing this data early and encouraging all students to fill out the FAFSA application so that they are eligible for federal financial assistance.

How do I access this information: BPS Office of Data and Accountability provides guidance counselors with a list of the application status for all students. This list is typically generated monthly but can be generated on a more frequent basis.

Sample School Mastery Goal:
Last year, 70% of graduates completed a FAFSA application, this year 100% of all graduates will complete the FAFSA.

Sample School Growth Goal:
In February, the FAFSA completion rate for seniors was 25%, I will increase this percentage by 25% points each month to reach a 100% completion rate for all graduates in June.

Glossary:

ANet: Achievement Network, a testing partner for many of our elementary, middle and K-8 schools. Teachers at schools with this partnership can use this platform to access results from paced interims and other tools such as creating follow up assessments.

ATI: Assessment Technology Incorporated, Boston's testing partner for predictives, paced interims and end of year assessments. In addition to results being reported here for these assessments, many other tools are available to teachers on this platform including creating tests and quizzes, intervention groups of students, tracking student progress, and more.

Predictive: An assessment aligned to the MCAS, covering a comprehensive set of standards, that provides data about how a student will likely do on the MCAS at the end of the year if they continue to learn at the same pace over the school year. These results are reported on ATI.

Paced Interim: An assessment aligned to BPS curriculum. These assessments can be used to grading (since students should know all of the content tested) and for teachers to inform their instruction and what they may need to re-teach. BPS partners with both ATI and ANet to create these assessments.

Progress and Performance Index (PPI): The PPI is a 100-point index assigned to districts, schools, and student groups based on their: Achievement, as measured by the Composite Performance Index (CPI) in ELA, math, and science; Growth/improvement, as measured by median Student Growth Percentile (SGP) in ELA and Math; and, for high schools, graduation rates and dropout rates. There are two measures for PPI: Annual and Cumulative. More in-depth definitions about PPI can be found on the DESE website: http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#AccountabilityInformation

Annual PPI: The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (ELA, mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. An annual PPI is calculated for all groups that assessed a sufficient number of students in ELA and mathematics in the most recent year and one of the two prior years (20 for schools, 30 for subgroups). A group is awarded 0, 25, 50, 75, or 100 points based on this improvement. To be considered on target for a given indicator, a group must earn 75 points. A group that scores above target is awarded 100 points. The annual PPI is then calculated by dividing the total number of points earned for all indicators by the number of indicators. Organizations serving grades 9-12 and organizations that test students in science will have more indicators than others. If a group did not have 2011 data to measure improvement between 2011 and 2012, 2010 data are substituted as the baseline, if available.

Cumulative PPI: The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100. All districts, schools, and groups with sufficient data are assigned an annual PPI based on two years of data and a cumulative PPI between 0 and 100 based on three annual PPIs. The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (English language arts (ELA), mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. The cumulative PPI is the average of a group's annual PPIs over four years, weighting the most recent years the most (1-2-3-4). A cumulative PPI is calculated for a group if it has at least three annual PPIs. If a group is missing an annual PPI for one year, that year is left out of the weighting (e.g., 1-X-3-4). While a group's annual PPI can exceed 100 points, the cumulative PPI is always reported on a 100-point scale. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher.

Composite Performance Index (CPI): CPI is a 100 point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests based on their performance. The average of all students' points in a school or a subgroup constitutes a school or student group's CPI for that subject. The CPI is a measure of the extent to which students are progressing towards proficiency (a CPI of 100) in ELA, mathematics, and science as reported in the PPI.

Student Growth Percentile (SGP): SGPs are percentiles (ranging from 1 to 99) calculated by comparing one student's history of MCAS scores to the scores of all the other students in the state with a similar history of MCAS scores. We refer to this group of all other students with similar score histories as a student's academic peers and SGP answers the question, "How much did a student grow over the previous year compared to his or her academic peers?" Massachusetts uses SGP because it provides a fair way to evaluate the progress of students. Every student, regardless of his or her level of achievement at the beginning of the school year, has the same opportunity to grow at the highest or lowest rates.

Free Application for Federal Student Aid (FAFSA): Federal Student Aid, a part of the U.S. Department of Education, is the largest provider of student financial aid in the nation. They are responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school. More information can be found on their website: http://studentaid.ed.gov/about

Criteria for awarding PPI points to districts, schools, and subgroups:

Core Indicators (up to 7)

	(A) Achievement	(B) Growth/Improvement	(C) Cohort Graduation Rate	(D) Annual Dropout Rate
	A1, A2, A3 (ELA, Math, Science)	B1, B2 (ELA, Math)	High Schools	
Above Target (100 Points)	• CPI of 97.5 or higher; or • Met CPI of 90th percentile for all students in the grade span statewide; or • Exceeded CPI target by more than 1.25 points from prior year	• Median SGP of 60 points or higher; or • Median SGP improvement of 15 or more points from prior year	Four-or five-year rate of 95 percent or higher	• Dropout rate of 0 percent; or • Met dropout rate of 90th percentile for all students in the grade span statewide; or • Exceeded annual gap-halving target by declining 3 or more percentage points from prior year
On Target (75 Points)	• Within +/- 1.25 points of CPI target; or • Met CPI of 90th percentile for the group in the grade span statewide; or • Met CPI of 80th percentile for all students in the grade span statewide	• Median SGP between 51-59; or • 10-14 median SGP point improvement; or • Decreased non-proficient percent by 10 percent or more from prior year	• Met four-year rate target but was below 95 percent; or • Met five-year rate target but was below 95 percent	• Met annual gap-halving target; or • Met dropout rate of 90th percentile for the group in the grade span statewide; or • Met dropout rate of 80th percentile for all students in the grade span statewide
Improved Below Target (50 Points)	Improved from prior year but below CPI target minus 1.25 points	• Median SGP of 41-50; or • 1-9 point median SGP improvement from prior year (reported as *Below Target*)	Improvement in the four-year rate of 2.5 percent or more from prior year, but below target	Decrease of 0.5 percentage points or more from prior year, but below annual gap-halving target
No Change (25 Points)	• No change from prior year; or • Up to 2.5 CPI point decline from prior year	Median SGP of 31-40 (reported as *Below Target*)	Within +/- 2.5 percentage points of prior four-year rate	Within +/- 0.5 percentage points of prior year rate
Declined (0 Points)	Decline of more than 2.5 CPI points from prior year	Median SGP of 1-30 (reported as *Below Target*)	Decline of more than 2.5 percentage points from prior year	Increase of greater than 0.5 percentage points

Extra Credit Indicators (up to 6)

	(E) Progress at the *Warning/Failing* Level on MCAS	(F) Progress at the *Advanced* Level on MCAS
	E1, E2, E3 (ELA, Math, Science)	F1, F2, F3 (ELA, Math, Science)
Met Criteria (+25 Points)	Decrease the percent of students scoring *Warning/Failing* on MCAS by 10 percent or more from the prior year	Increase the percent of students scoring *Advanced* on MCAS by 10 percent or more from the prior year

Calculating the Annual and Cumulative PPI

Annual PPI Formula:	Cumulative PPI Formula:
Sum of points earned A-F divided by the number of indicators A-D	(Year 1 PPI + Year 2 PPI *2 + Year 3 PPI *3 + Year 4 PPI *4) / 10