



FACT SHEET

# Massachusetts Accountability

By Samantha Batel and Laura Jimenez August 2017

**TABLE 1**  
**Massachusetts school classification system**

<b>Design model</b>	Performance index		
<b>Summative classifications</b>	Tiers 1–6		
	<b>School classification indicators</b>		<b>Indicator weights</b>
			Elementary and middle schools      High schools
	<b>Academic achievement</b>		
	Subject(s)	Measure(s)	
	English language arts, math, and science	Average scale score	60.0%      50.0%
	<b>Student growth</b>		
	Subject(s)	Measure(s)	
	English language arts and math	Mean student growth percentile	25.0%      20.0%
	<b>English learner progress</b>		
	Percent of students achieving English language proficiency and percent of students making progress toward proficiency, based on student growth percentiles compared with growth-to-proficiency targets		10.0%      5.0%
	<b>Early warning</b>		
	Chronic absenteeism and percentage of students who fail a ninth grade class		5.0%      5.0%
	<b>Persistence</b>		
	Four-year graduation rate, five-year graduation rate plus percentage of students still enrolled, and dropout rate		—      17.5%
	<b>College and career readiness</b>		
	Percent of students successfully completing advanced courses		—      2.5%
	<b>Enrichment and environment</b>		
	Test participation*		—      —

\*Schools that do not meet assessment participation requirements are eligible to move down a level on the performance scale.

Notes: Massachusetts' performance index determines school percentiles using weighted averages of its "core" and "additional" measures for all students and high-needs students. The state will translate percentiles into performance levels that correspond with a tier rating, using performance targets to promote schools that met or exceeded targets. In addition, a state's description of its school classification system may differ from this organization's, which was designed to make cross-state comparisons. This analysis assumes that all applicable indicators are used for school classifications. Actual indicators applied may vary based on student demographics and grade configurations.

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed July 2017).

**TABLE 2**  
**Massachusetts timeline to identify and intervene in schools**

State-level annual activities to identify low-performing schools

First cohort timeline		Second cohort timeline
2017-18	<ul style="list-style-type: none"> <li>Notify schools of their identification as comprehensive or targeted support schools*</li> <li>Distribute school-improvement grant funds to their districts</li> </ul>	2022-23
2018-19	Launch differentiated support system for districts with identified schools	2023-24
2019-20	Continue differentiated support system	2024-25
2020-21	<ul style="list-style-type: none"> <li>Determine if schools met improvement targets by end of school year</li> <li>Determine which schools subject to more intensive improvement strategies</li> </ul>	2025-26

\*Massachusetts will identify schools with "chronically underperforming subgroups" following the 2018-2019 school year.

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**TABLE 3**  
**Massachusetts school improvement funding**

Grant structure and amounts

Competitive grants	✓
Formula grants	✗
Maximum amount, comprehensive schools	TBD
Maximum amount, targeted schools	TBD*

\*Pending available funds

Note: Some districts may receive planning grants prior to the 2017-18 school year

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

**TABLE 4**  
**Massachusetts school identification details**

Alignment with statutory requirements for school identification

School type	Outstanding issues in identification methods
Lowest performing, Title I	—
Low graduation rate	—
Chronically low-performing subgroups	—
Consistently underperforming subgroups	The number of years for underperformance is not described
Low-performing subgroups	—

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).

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## A selection of Massachusetts' key school improvement strategies

- Critical elements of school turnaround framework, based on rigorous evaluations of the state's turnaround strategies
- Critical elements framework focuses on schoolwide communities of practice, improvement of instruction, student-based supports, and school climate and culture
- Statewide system of support that provides intensive support to the state's highest-poverty districts, as well as support to other districts through state partners

Source: The authors reviewed the submitted consolidated state plans of 16 states and Washington, D.C., under the Every Student Succeeds Act. See U.S. Department of Education, "ESSA State Plan Submission," available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html> (last accessed June 2017).