

Carlton Innovation School 2019 Accountability & MCAS Data Summary

SALEM PUBLIC SCHOOLS

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About the 2019 MA School Accountability System

The new MA School Accountability system is based on multiple measures that together, aim to answer two key questions for the state:

1. How is the school/district doing?
2. What kind of support does the school/district need?

The purpose of the accountability system is to provide clear, actionable information to families, community members, and the public about district and school performance. Additionally, the accountability system helps DESE to direct resources and assistance. The framework for the accountability system allows DESE to identify schools that require assistance or intervention, as well as schools that are demonstrating success. It maintains a single statewide accountability system that aligns with the Commonwealth's priorities while meeting federal education requirements. Highlights of the system include:

- The inclusion of accountability indicators that provide information about school performance and student opportunities beyond test scores;
- A focus on raising the performance of each district's or school's lowest performing students in addition to the performance of the district or school as a whole; and
- The use of accountability categories that define the progress that districts and schools are making and the type of support or assistance they may receive from DESE.

Components of the Accountability System

When results for all measures are calculated schools receive an overall classification as well as a reason for the classification. The results are based on two ways of measuring progress:

1. How much progress each school or district makes toward meeting its targets (criterion-referenced component) and
2. How that progress compares with the progress made by other schools across the state (norm-referenced component)

Indicators and Targets

An indicator is a value that gives us an idea of how well a school or district is doing in a particular area. There are four indicators used for the category of schools that are non-high schools (that is, schools with grades 3 through 8) and there are five indicators used for high schools (schools with grades 9-12). Targets are set for each measure. Schools and districts must make progress on those targets in order to receive points in the system. Results for multiple measures are used to determine progress on each indicator and weights, reflecting the priorities within the system, are then applied to those results to get the overall percentage of progress toward meeting targets. Tables 1 and 2 below provide an overview of the indicators, measures, and weights for both non-high schools and high schools.

Table 1: Accountability Indicator Weightings – Non-High Schools

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	<ul style="list-style-type: none"> • ELA, math, & science achievement 	60%	67.5%
Student Growth	<ul style="list-style-type: none"> • ELA & math SGP 	20%	22.5%
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency 	10%	--
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism 	10%	10%

Target Setting

In 2019, achievement targets have been set only for one year, using 2018 data as the baseline. By grouping schools together based on historical school percentile ranges (e.g., schools with 2018 accountability percentiles 1-25) and looking at changes made by only those schools in the group that demonstrated improvement, DESE used a statistical approach to apply the same expectation of improvement when setting 2019 targets for all schools within the group. Long-term targets will be set in the future, once there are multiple years of Next-Generation MCAS data in all tested grades to analyze. Targets for the non-assessment indicators are set by analyzing past trends using data that DESE has been collecting and reporting for several years.

Two Categories of Students

The indicators and targets are applied equally to two categories of students: 1) All Students; and 2) the Lowest Performing Group of Students within a school or district. Half (50%) of the overall results is based on the “All Students” group and 50% is based on the “Lowest Performing Students” group. To identify the lowest performing student group, DESE identifies those students who have been enrolled in the same school or district for two consecutive years and of looks at those who scored in the bottom 25% on the previous year’s assessment. If a district or school does not have test results for enough students to establish a reportable lowest performing student group, the district’s or school’s accountability determination is based on the performance of all students.

Classification of Schools

Ultimately, schools receive an overall classification and a reason for that classification. The reason for classification is based on the extent to which the school or district made progress toward meeting targets. In 2019 the state identified additional categories to classify schools that would have been classified as “Partially Meeting Expectations” in the 2018 accountability system. Table 3 below portrays the classifications used in 2019.

Table 2: School Accountability Classifications Based on % Progress Toward Targets

Schools without required assistance or intervention (approximately 85%)					Schools requiring assistance or intervention (approximately 15%)	
Schools of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward 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 50-74	Criterion-referenced target percentage 25-49	Criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> Schools with percentiles 1-10 not already identified for broad/comprehensive support Schools with low graduation rate Schools with low performing subgroups Schools with low participation 	<ul style="list-style-type: none"> Underperforming schools Chronically underperforming schools

Overview of 2019 Performance Measures

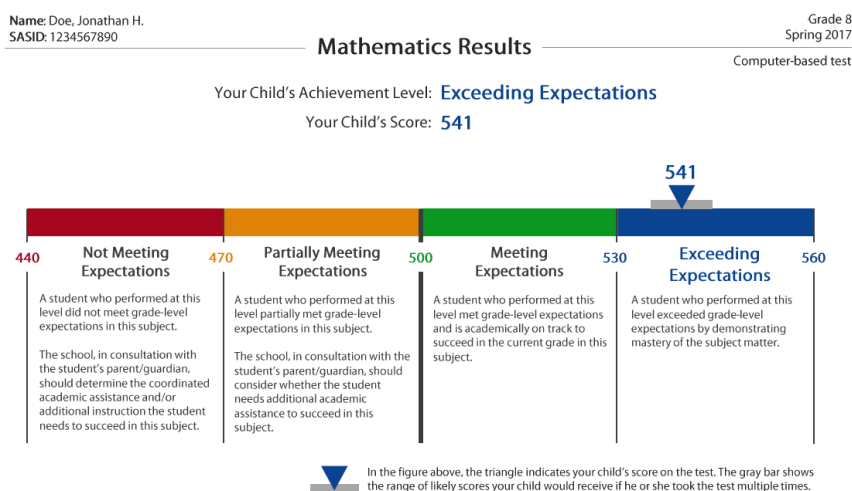
2018-19 Assessments

- Students in Grades 3-8 took the Next Generation ELA and Math MCAS tests.
- Students in Grade 10 took the Next Generation ELA and Math tests.
- Students in Grades 5 and 8 took the Next Generation Science tests.
- Students in Grade 10 took the Legacy MCAS Science test.

Multiple measures are used to look at different dimensions of student, school and district performance. Each measure answers a different question:

- **Achievement Level:** How did students fare relative to grade level standards in a given year?
 - *Legacy MCAS Achievement Levels:* Advanced, Proficient, Needs Improvement, Warning/Failing
 - *MCAS 2.0 Achievement Levels:* Exceeds Expectations, Meets Expectations, Partially Meets Expectations, Not Meeting Expectations

The below slides define each achievement level for the Legacy and MCAS 2.0



How your child performed compared to the school, district, and state

Your Child's Score	Average Score		
	School	District	State
541	485	502	515

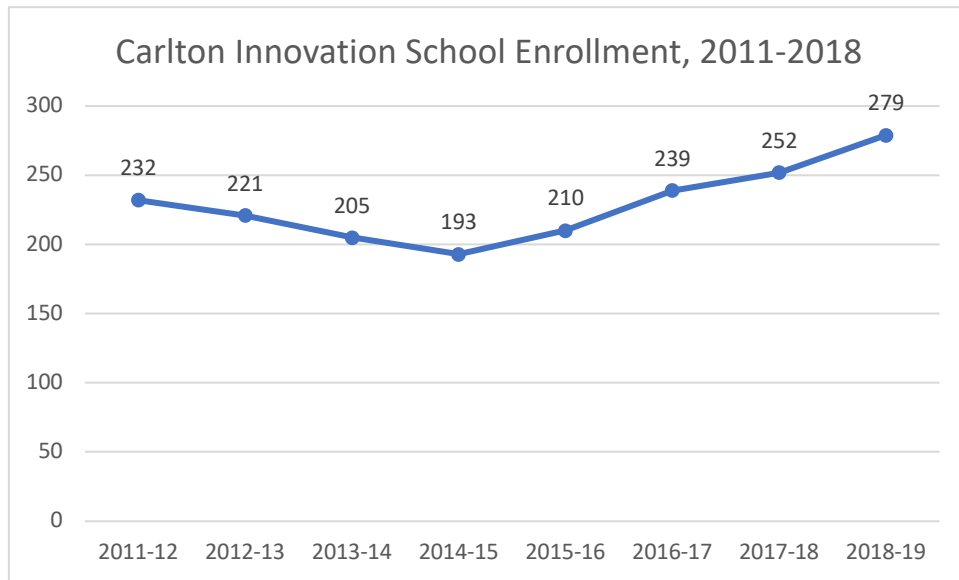
In general, the new standards for Meeting Expectations are more rigorous than the standards for reaching the Proficient level on the legacy MCAS. Massachusetts educators set the new standards to help signal students' readiness for the next grade level.

- **Composite Performance Index (CPI):** How close is a school or district to having all students be Proficient/Advanced in a given year?
 - There is no CPI calculated for the MCAS 2.0. In 2019 the Legacy MCAS was given only in Science in Grades 5, 8, and 10 and received a CPI score.
- **Student Growth Percentile (SGP):** How did students change from one year to the next relative to other students with similar test score histories?
- **Achievement Percentile (1-99):** How did students in the school perform relative to other schools in the state (reported for schools only)?
 - Compares each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 20 students do not receive percentiles.

Carlton Innovation School Enrollment & Demographics

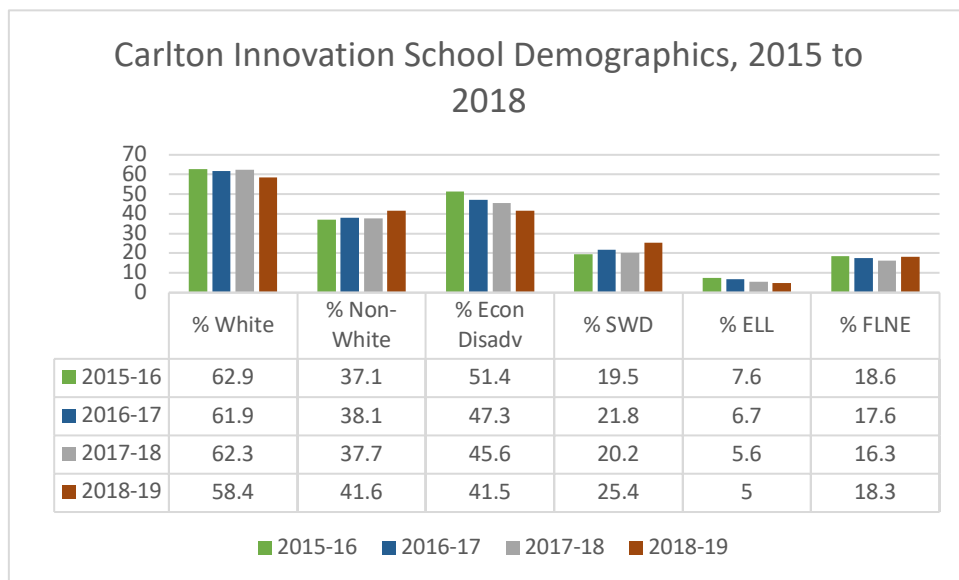
Enrollment at the Carlton Innovation School, Oct 2011-Oct 2018

The slides below are based on data that are reported to the state each October 1st (known as the October 1st “count”). The below chart shows the enrollment (based on October 1st numbers) at the school since 2011.



Demographics of the Carlton Innovation School, SY 2015-16 – SY 2018-19

All demographic data presented is based on the October 1 state reported data for each year listed (October 1, 2015 through October 1, 2018).



2019 School-Level Accountability Results

Overall Classification and Reason for Classification

In 2019, the cumulative criterion-referenced target percentage, which is the combination of the 2018 annual target percentage (weighted at 40%) and the 2019 annual target percentage (weighted at 60%) was 50% overall. As a result, the Carlton Innovation School was classified as “not requiring assistance or intervention” by the state with the reason stated that the school made “substantial progress toward targets.” According to the state, schools that achieve over 50% in their progress toward targets are considered to be making “substantial progress.” A snapshot of the 2019 overall accountability results appears in Table 3, below.

Table 3: 2019 Overall Progress Toward Improvement Targets for the Carlton Innovation School

Overall classification Not requiring assistance or intervention	
Reason for classification Substantial progress toward targets	
Progress toward improvement targets 50% - Substantial progress toward targets	Accountability percentile 47

Annual Percentage Progress Toward Targets, 2018 to 2019

In 2019, the Carlton Innovation School did not make as much progress toward its targets than it had made in 2018. In that year, the school exceeded its targets. In 2019 the school made 32% progress toward targets.

Table 4: Annual Percentage Progress Toward Targets, 2018 to 2019

% Progress Toward Targets	
2018	2019
78.0%	32.0%

Progress Toward Targets by Student Category (All Students and Lowest Performing Students)

The school did not make as much progress toward its targets in 2019 in both the All Students and the Lowest Performing Students categories. Table 5 summarizes the percentage progress toward targets for non-high school and high school grades and gives the breakdown of both students categories for 2018 to 2019.

Table 5: Percentage Progress Toward Targets for “All” and “Lowest Performing” Students, 2018 to 2019

% Progress Toward Targets			
All Students		Lowest Perf	
2018	2019	2018	2019
89.0%	32.0%	66.0%	32.0%

Progress Toward Targets for Subgroups: 2018, 2019, and Cumulative Progress on Targets

Table 6 below outlines the school’s progress toward targets for each of its subgroups for both 2018 and 2019 as well as the cumulative progress for both years combined.

Table 6: Percentage Progress Toward Targets for Subgroups, 2018, 2019, and Cumulative

Subgroups Overall Progress	2018	2019	Cumulative Progress on Targets (2018 + 2019)
High Needs	78%	13%	39%
EcoDis	61%	13%	32%
EL and Former EL	n/a	n/a	n/a
SWD	100%	15%	49%
Hispanic	47%	47%	47%
White	89%	40%	59%

Results on Accountability Indicators, 2018 and 2019

Table 7 summarizes the points earned by the school for each accountability indicator and student category in 2018 and 2019.

Table 7: Total Points Earned by Carlton Innovation School on all Indicators & Student Categories, 2018 to 2019

Accountability Indicators	Total Points Earned (Non-HS Grades)			
	All Students		Lowest Perf	
	2018	2019	2018	2019
Achievement	12 (out of 12)	3 (out of 12)	6 (out of 8)	2 (out of 8)
Growth	5 (out of 8)	4 (out of 8)	4 (out of 8)	3 (out of 8)
Attaining Eng. Lang. Prof	n/a	n/a	n/a	n/a
Additional Indicators	0 (out of 4)	4 (out of 4)	0 (out of 8)	4 (out of 4)
Weighted total	9.2 (out of 10.3)	3.3 (out of 10.3)	5 (out of 7.6)	2.4 (out of 7.6)
% Possible Pts	89%	32%	66%	32%

School Accountability Percentile, 2018 and 2019

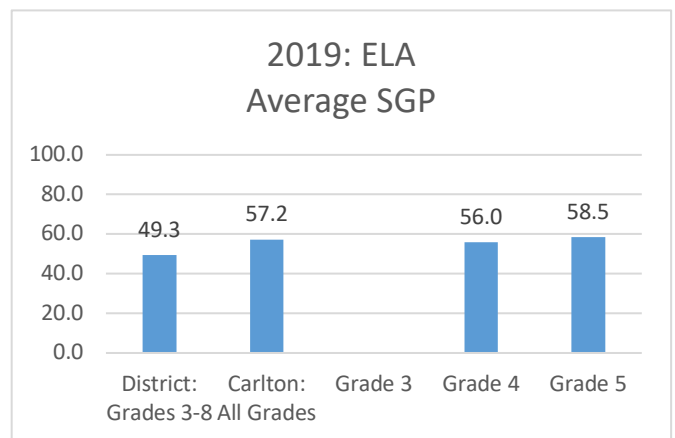
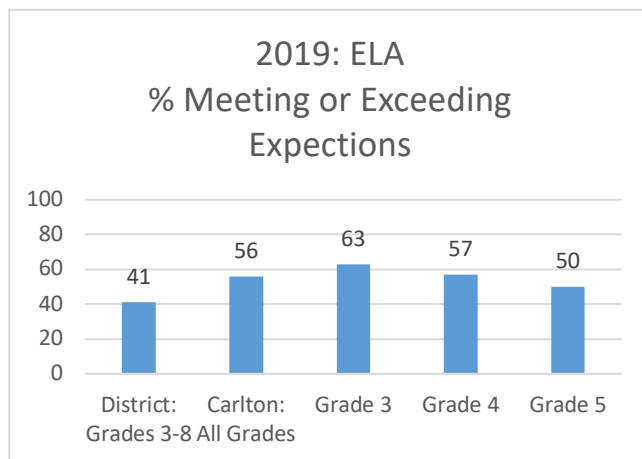
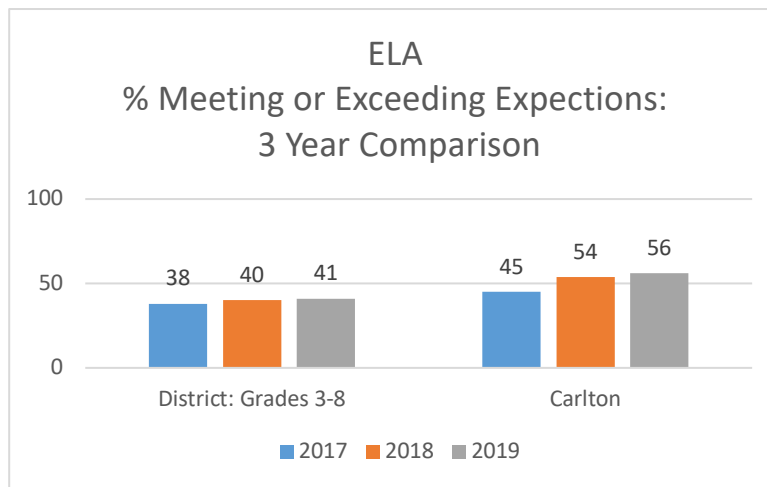
Table 8 depicts the school accountability percentile for both 2018 and 2019. The accountability percentile provides a way of measuring the school's performance against others across the state.

Table 8: School Accountability Percentile, 2018 to 2019

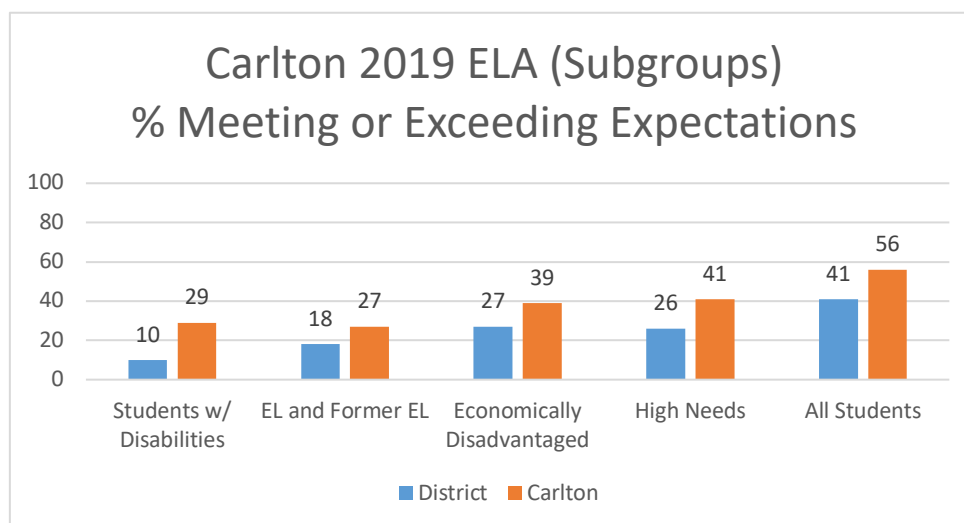
% Progress Toward Targets	
2018	2019
54	47

2019 School-Level MCAS Results: Carlton Innovation School

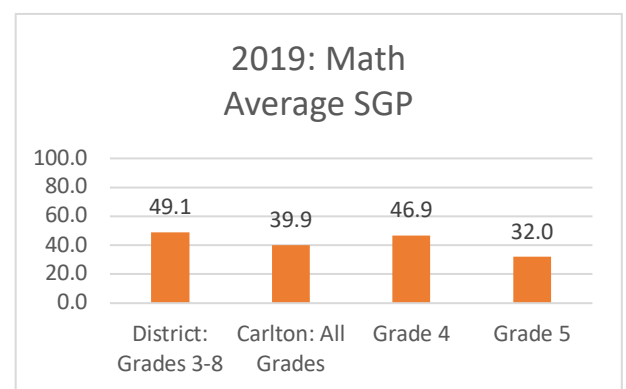
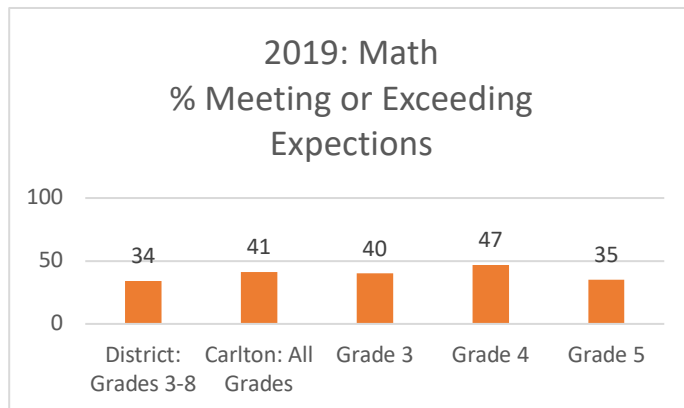
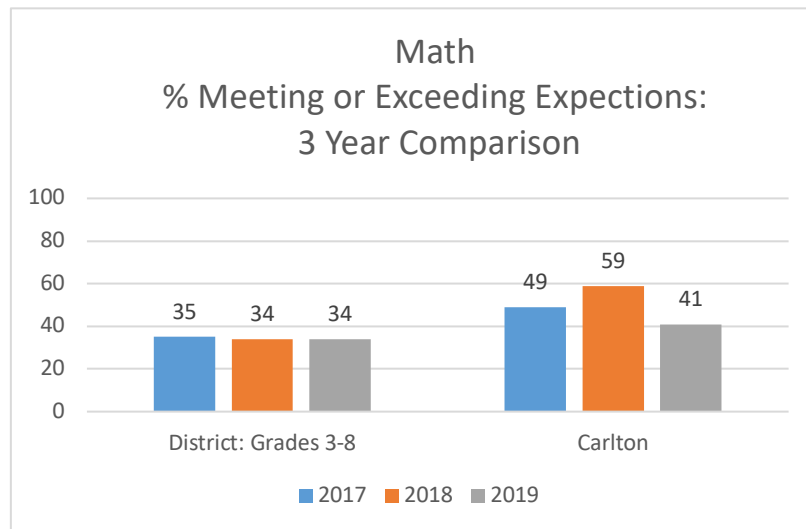
ELA Achievement and Growth - All Students



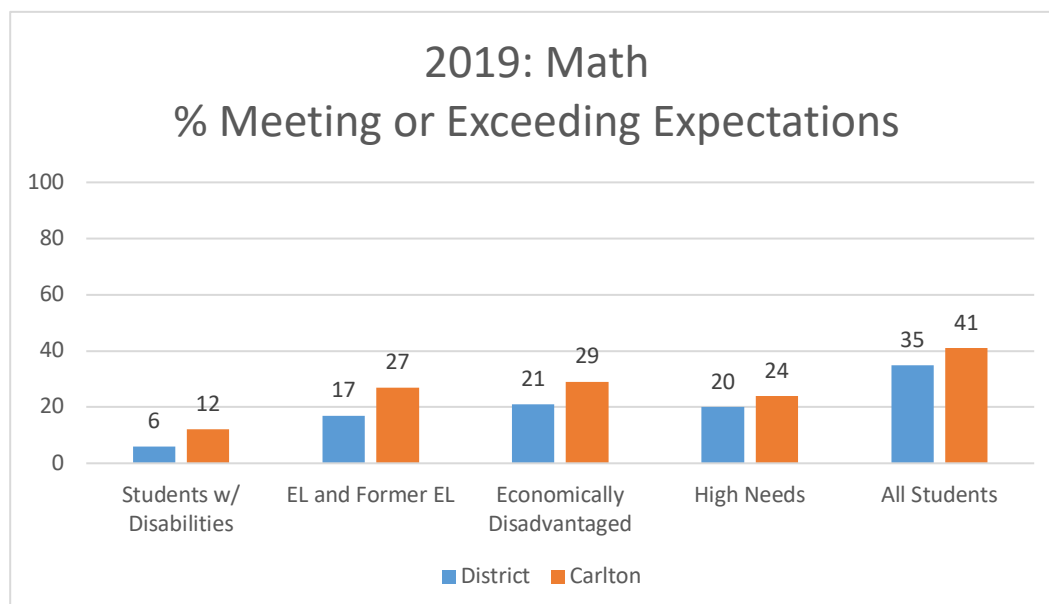
ELA Achievement -- Subgroups



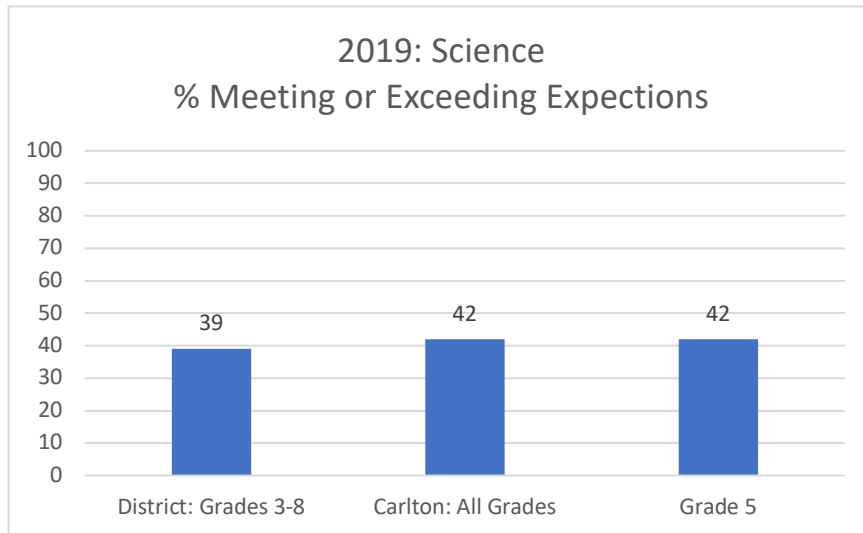
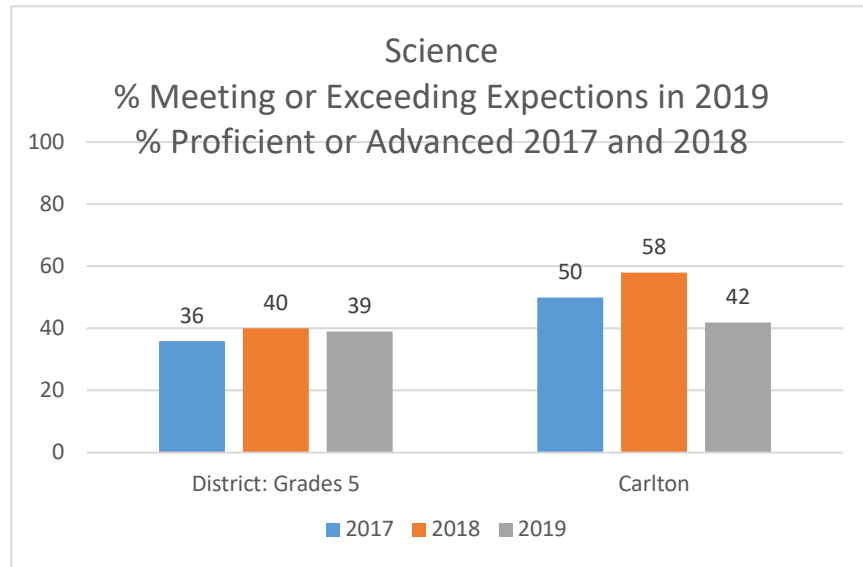
Math Achievement and Growth – All Students



Math Achievement -- Subgroups



Science Achievement – All Students



Science Achievement -- Subgroups

