

A G E N D A

SCHOOL COMMITTEE MEETING

FAIRHAVEN PUBLIC SCHOOLS
128 WASHINGTON STREET
FAIRHAVEN, MASSACHUSETTS 02719

FAIRHAVEN HIGH SCHOOL
BERNARD F. RODERICK LIBRARY
12 Huttleston Avenue, Fairhaven
Wednesday October 24, 2012
6:30 p.m.

1. CALL TO ORDER
2. ROLL CALL OF COMMITTEE MEMBERS
3. DELEGATIONS, VISITORS, ETC
4. APPROVAL OF MINUTES
October 10, 2012-Regular Session
October 10, 2012-Executive Session
5. PUBLIC COMMENT
6. REPORT OF THE STUDENT ADVISORY COMMITTEE
7. REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT
Receive presentation regarding District and School Accountability 2012 levels
Receive presentation regarding Spring 2012 MCAS Analysis (receive presentation at meeting)
Receive update regarding Race To The Top (receive information at meeting)
Receive and place on file Administrative Regulation GCA-R Guidance Counselor PreK-5 (receive prior to meeting)
Receive and place on file Administrative Regulation GCA-R Guidance Counselor 6-8 (receive prior to meeting)
Receive and place on file Administrative Regulation GCA-R Guidance Counselor 9-12 (receive prior to meeting)
Receive the Fairhaven Public Schools District Improvement Plan (receive prior to meeting)
Discussion regarding the District Improvement Plan Goals
Discuss upcoming events
8. UNFINISHED BUSINESS
9. NEW BUSINESS
Discuss/Vote to adopt Superintendent's goals
10. QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS
11. EXECUTIVE SESSION
12. ADJOURNMENT

FAIRHAVEN SCHOOL COMMITTEE MINUTES

October 10, 2012

MEMBERS PRESENT: Mr. Gonsalves, Mrs. Powers, Mrs. Kuechler,
Mr. Roderick, Mr. Monroe, Mrs. McKenna

MEMBERS ABSENT:

STAFF PRESENT: Dr. Baldwin, Mr. Kitchen, Mrs. Tavares

STAFF ABSENT: Mr. Kenney

OTHERS PRESENT: Denise Valois, Staff, Renee Bradshaw, FEA, Peggy Auliso,
Advocate

The meeting was called to order by the Chair at 6:30 p.m.

The Chair informed the audience that the meeting was being videotaped.

Roll Call: McKenna, Monroe, Powers, Gonsalves, Roderick, Kuechler

Motion made by Mr. Roderick and seconded by Mr. Gonsalves to approve the September 12, 2012 executive session School Committee minutes. Voted 6-0 unanimously

Motion made by Mr. Gonsalves and seconded by Mr. Monroe to approve the September 26, 2012 executive session School Committee minutes. Voted 6-0 unanimously

Motion made by Mr. Gonsalves and seconded by Mr. Monroe to approve the September 26, 2012 regular session School Committee minutes. Voted 6-0 unanimously

There was no public comment.

There was no report from the student advisory committee.

The Standard Times donated to the School Committee extra copies of the Fairhaven Commemorative Bicentennial section from the June 28, 2012 newspaper. The School Committee received and placed on file.

The School Committee received and placed on file the October 1st, 2012 monthly enrollment numbers.

Denise Valois gave the School Committee a presentation regarding the Fairhaven Public Schools' nursing services.

Steve Rosa gave the School Committee a presentation regarding the Fairhaven Public Schools' technology services.

FAIRHAVEN SCHOOL COMMITTEE MINUTES
OCTOBER 10, 2012
PAGE 2

The School Committee received and placed on file Administrative Regulation EFC-R Meal Charge.

The School Committee received and placed on file Administration Regulation KF-R Community Use of School Facilities.

Dr. Baldwin informed the School Committee of upcoming events.

Motion made by Mrs. Powers and seconded by Mr. Gonsalves to adopt on second reading policy EFC-Free and Reduced Price Food Services. Voted 6-0 unanimously

Motion made by Mr. Monroe and seconded by Mrs. Powers to adjourn the regular School Committee meeting, go into Executive Session and not return into regular session. Roll Call: McKenna-yes, Monroe-yes, Powers-yes, Roderick-yes, Gonsalves-yes, Kuechler-yes. Voted 6-0 unanimously

Adjourned 8:07p.m.

A handwritten signature in black ink, appearing to read 'Robert Baldwin', with a long horizontal flourish extending to the right.

Robert Baldwin, Ed.D
Secretary to the School Committee
Fairhaven Public Schools

CONFIDENTIAL

**FAIRHAVEN SCHOOL COMMITTEE MINUTES
EXECUTIVE SESSION
October 10, 2012**

MEMBERS PRESENT: Mrs. Powers, Mrs. Kuechler, Mr. Roderick
Mrs. McKenna, Mr. Monroe, Mr. Gonsalves

MEMBERS ABSENT:

STAFF PRESENT: Dr. Robert Baldwin

STAFF ABSENT: Mrs. Tavares, Mr. Kenney, Mr. Kitchen

The meeting was called to order by the Chairman at 8:10 p.m.

Discussion took place regarding educator evaluation collective bargaining process.

Motion made by Mr. Monroe and seconded by Mr. Gonsalves to adjourn the Executive Session School Committee meeting. Roll call vote: Mrs. Powers-yes, Mrs. Kuechler-yes, Mr. Roderick-yes, McKenna-yes, Gonsalves-yes, Monroe-yes. Voted 6-0 unanimously

Meeting adjourned: 8:45 p.m.



Robert Baldwin, Ed.D
Secretary to the School Committee
Fairhaven Public Schools

The development of Massachusetts' Framework for District Accountability and Assistance was grounded in three core principles:

- The district should be the entry point for the state's accountability and assistance work, not the school. The state's role should be focused on building district capacity to support and guide improvement efforts in individual schools.
- A strong accountability system is not enough to ensure continued improvement. A parallel system of assistance and intervention is necessary to secure continued, strong improvement.
- Every district does not need the same amount of support from the state. The depth of the state's engagement with each district should be based on the severity and duration of the problem.

The Progress and Performance Index (PPI)

What is the PPI?

Beginning fall 2012 the Progress and Performance Index (PPI) will replace the Adequate Yearly Progress (AYP) metric used since 2003 as the primary method of rendering accountability determinations for districts and schools. The PPI is a 100-point index assigned to districts, schools, and student groups based on their achievement as measured by the CPI in English language arts (ELA), mathematics, and science; growth/improvement as measured by median Student Growth Percentiles (SGP) in ELA and mathematics; and for high schools, graduation rates and dropout rates are also incorporated. Each district and school will receive an annual PPI, based on a district or school's progress and performance from one year to the next, and a cumulative PPI based in most cases on four years of annual PPI data.³

Table 1 –Reporting the PPI

No PPI Reported	No PPI will be reported for districts, schools, or groups without at least two consecutive years of complete assessment data or without assessment data for the most recent year.
Annual PPI Reported	An annual PPI will be reported for districts, schools, and groups with at least two consecutive years of complete assessment data, including the most recent year.
Cumulative PPI Reported	A cumulative PPI will be reported for districts, schools, and groups with complete data over the most recent four-year timeframe.

³ A school with three years of data over the most recent four-year period, including the most recent year, or with four years of data for a single indicator but with incomplete data for other indicators will receive a cumulative PPI if the school has been in existence for four or more years.

Which student groups are included in PPI calculations?

PPI calculations will be made at all levels: state, district, school, and subgroup.⁴ Student groups for whom calculations will be reported include:

1. All students (“the aggregate”)
2. High needs students (an unduplicated count of students belonging to at least one of the following subgroups):
 - a. students with disabilities,
 - b. English language learners or former English language learners, or
 - c. Economically disadvantaged students (eligible for free/reduced price school lunch)
3. Students with disabilities
4. English language learners or former English language learners
5. Economically disadvantaged students
6. African American/Black students
7. Asian students
8. Hispanic/Latino students
9. White students
10. Multi-race Non-Hispanic/Latino students
11. Native Hawaiian/Pacific Islander students
12. Native American students.

What are the indicators that comprise the PPI?

The PPI is comprised of seven core indicators. For each indicator, a district, school, or subgroup earns points based on the progress made by the group from one year to the next: 100 (*Above Target*), 75 (*On Target*), 50 (*Improved Below Target*), 25 (*No Change*), or 0 points (*Declined*).⁵

Table 2 – Core PPI indicators

Core Indicators (Up to 7)	Points Available
ELA Achievement (CPI)	0-100
Mathematics Achievement (CPI)	0-100
Science Achievement (CPI) ⁶	0-100
ELA Growth/Improvement (Median SGP)	0-100
Mathematics Growth/Improvement (Median SGP)	0-100
Cohort Graduation Rate	0-100
Annual Dropout Rate	0-100
Maximum Possible Points:	700

⁴ PPIs will be reported for schools with a minimum number of 20 students assessed in the aggregate on MCAS tests each year and for each student group with a minimum number of 30 students assessed.

⁵ For a detailed description of the criteria used to assign points for each indicator, see Appendix B.

⁶ All first time and repeating grade 10 students are required to participate in high school science tests who have not yet earned their Competency Determination in science. The higher of a student’s grade 9 or grade 10 science score will be included in science CPI calculations.

How is the annual PPI calculated?

The annual PPI is calculated by dividing the total number of points (between 0 and 700) by the total number of indicators (between 1 and 7). The result is a number between 0-100 which constitutes the PPI for the district, school or group.

Table 3 – Example Annual PPI Calculation

Points Earned for Core Indicators	Number of Core Indicators	Annual PPI (500/7)
500	7	71

The total number of indicators each district, school, or group will have depends on the subjects tested and grades served by the school. For example, a school that serves grades K-4 can have a maximum of four core indicators, because ELA and mathematics are the only subjects assessed in grades 3 and 4.

How can a district, school, or group earn extra credit?

Districts, schools, and groups can earn extra credit by reducing the percentage of students scoring Warning/Failing or by increasing the percentage of students scoring Advanced on MCAS tests in ELA, mathematics, and/or science. For each extra credit indicator earned, the group is awarded 25 additional points. These points are added to the number of points earned for the core indicators. (The below example is for a group that earned 50 additional points.)

Table 4 – Example Extra Credit Calculation

Points Earned for Core Indicators	Points Earned for Extra Credit Indicators	Total Points Earned	Number of Core Indicators	Annual PPI (550/7)
500	50	550	7	78.5

How is the cumulative PPI calculated?

The cumulative PPI, assigned to all districts, schools, and subgroups with complete data over the most recent four-year period, is a weighted average that gives progressively more weight to recent years.⁷ The most recent year counts toward 40 percent of the group’s score; the three prior years are weighted 30, 20, and 10 percent, respectively. Updated annually, the cumulative PPI is reported on a scale from 0-100 and is used to classify schools in Levels 1 or 2 and is an exit criterion for Level 3 schools. To be assigned a cumulative PPI and be eligible for classification into Level 3, a school must have four annual PPIs.

⁷ For a school with three years of data over the most recent four-year period, or with four years of data for a single indicator but with incomplete data for other indicators, the school will still receive a cumulative PPI, but not be eligible for classification into Level 3.

Table 5 – Example Cumulative PPI Calculation

Year	Annual PPI	Multiplier	Points
2012	90	4	360
2011	80	3	240
2010	60	2	120
2009	70	1	70
Total Points:			790
Cumulative PPI (Total Divided by Number of Multipliers):			79

How is the cumulative PPI used to classify schools?

A school is classified into Level 1 if the cumulative PPI of the aggregate and high needs subgroup is 75 or higher. A school will move from Level 1 to Level 2 if the cumulative PPI for either of those groups is less than 75. Classification in the remaining levels (3-5) requires four years of PPI data and is based on a school's performance relative to other schools in that school's grade span statewide and/or Board action.⁸

Detailed explanation of PPI Indicators

Achievement (CPI)

Reducing proficiency gaps is a cornerstone of the Massachusetts School and District Accountability System. All districts, schools, and subgroups will be expected to halve the gap between their level of performance in the year 2011 and 100% percent proficiency by the 2016-17 school year in English language arts (ELA), mathematics, and science. The Composite Performance Index (CPI) will be used to measure progress towards this goal.

About the CPI

The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based on their performance. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100). CPIs are generated separately for ELA, mathematics, and science, and at all levels - state, district, school, and subgroup. The CPI is calculated by first multiplying the number of students at each MCAS/MCAS-Alt performance level by the number of points corresponding to that level. The total points for each performance level are then added together, and divided by the total number of students in the group. The result is a number between 0 and 100, which constitutes the CPI for that subject and group. Shown below is an example CPI calculation for a group of 50 students.

⁸ For detailed information, please see the section titled, *How are districts and schools classified into levels?*

Table 6 – Example CPI Calculation

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student	# of Students	Total Points
<i>Proficient or Advanced (240-280)</i>	<i>Progressing (Certain disabilities)⁹</i>	100	20	2000
<i>Needs Improvement High (230-238)</i>	<i>Progressing or Emerging</i>	75	15	1125
<i>Needs Improvement Low (220-228)</i>	<i>Awareness</i>	50	10	500
<i>Warning/Failing High (210-218)</i>	<i>Portfolio Incomplete</i>	25	5	125
<i>Warning/Failing Low (200-208)</i>	<i>Portfolio not Submitted</i>	0	2	0
Total			50	3750
CPI (3750/50)			75	

Calculating the CPI gap-halving target

The CPI is the state’s measure for reducing proficiency gaps. A district, school, or subgroup’s “proficiency gap” is the distance between the group’s 2011 CPI proficiency and a CPI of 100. The goal for all districts, schools, and groups is to halve that gap in the six year period between 2011 and 2017.

In the example below, the current proficiency level for Group 1 is a 2011 CPI of 64. Therefore, the gap is 100 minus 64, or 36 CPI points. Half of that figure is 18 points. The state goal is to halve proficiency gaps by the 2016-17 school year; consequently, the CPI for Group 1 must, at a minimum, increase by 3 points each year to be on track toward a CPI of 82 by 2016-17 (64 + 18 = 82). If both groups successfully halve proficiency gaps in 6 years, the distance between the groups – the *achievement gap* – will also be cut by half.

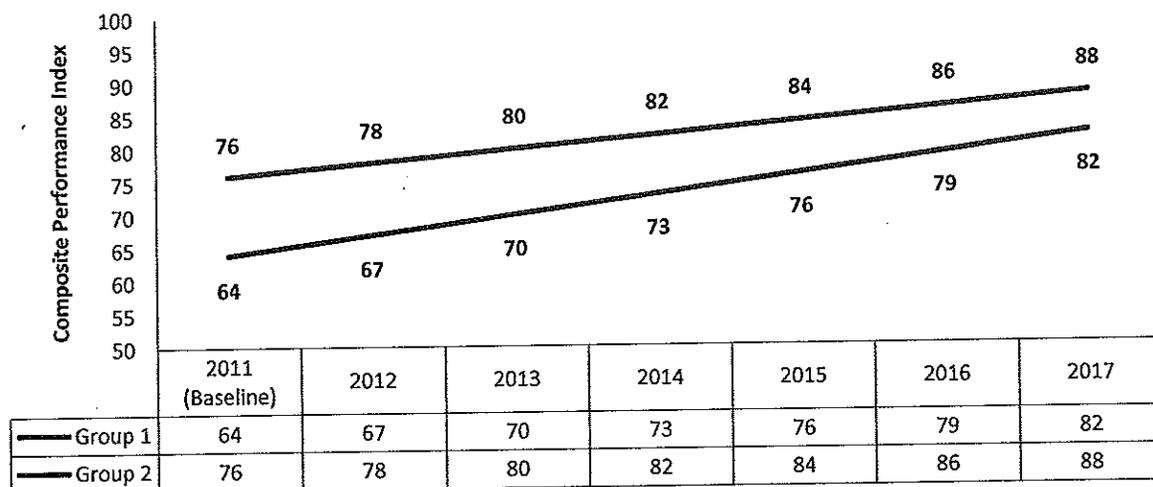
Table 7 – Sample CPI Gap-Halving Target Calculation

Calculating the Gap-Halving Target	Group 1	Group 2
1. Obtain the group’s 2011 CPI (the baseline for the 2017 target)	64	76
2. Calculate the proficiency gap (100 minus 2011 CPI)	36	24
3. Calculate the gap-halving target (proficiency gap divided by 2)	18	12
4. Calculate the 2017 target (2011 CPI plus gap-halving target)	82	88
5. Calculate annual targets (gap-halving target divided by 6 years)	3	2

Note that a group’s annual targets between 2011 and 2017 will be fixed in 2011; interim targets between 2011 and 2017 will not be adjusted based on the group’s actual performance across those years.

⁹ Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

Figure 2 – Sample Annual CPI Gap-Halving Targets



A group is considered to be on target for closing the proficiency gap if the CPI for the group in a given year is within plus or minus 1.25 CPI points of its annual CPI target. A group is also considered to be on target if the group’s CPI meets or exceeds the 90th percentile CPI for the group in the grade span statewide or if the group’s CPI meets or exceeds the 80th percentile CPI for all students in the grade span statewide.

For example, if the CPI of a middle school’s low income group is 92 and the 90th percentile CPI for all low income groups in the middle school grade span is 91, then the group will be considered “on target”. Similarly, if the 90th percentile CPI for all student groups in the middle school grade span (high needs, low income, special education, English language learners, Hispanic, White, etc.) is 91, the school’s low income group will be considered “on target”. (See Appendix B for threshold scores for all PPI indicators.)

Growth/Improvement (Median SGP)

All districts, schools, and subgroups will be expected to demonstrate growth in student performance at or near the state median, or show high growth, each year between 2011 and 2017. A group is considered to be on target for growth if the Median Student Growth Percentile (SGP) for the group is between 51 and 59 or if the group improves by 10-14 SGP points from the previous year. In addition, a group will be considered on target for growth/improvement if the percentage of students not proficient in the group decreases by 10 percent or more from the previous year (NCLB’s “Safe Harbor” provision).

ESE uses SGPs to measure how much a student’s or group of students’ achievement has grown or changed over time. At the student level, student growth percentiles measure student progress by comparing changes in a student’s MCAS scores to changes in MCAS scores of other students with similar achievement profiles (“academic peers”). Growth at the district, school, and subgroup levels are reported as median SGPs - the middle score when the individual SGPs in a group are ranked from highest to lowest. Median SGPs are reported for ELA and mathematics.

In contrast to the CPI, which describes a group’s progress toward proficiency based on the group’s current level of achievement, the median SGP describes a group’s progress in terms of how the achievement of the students in the group changed relative to the prior year as compared to their academic peers.¹⁰ (See Appendix B for threshold scores for all PPI indicators.)

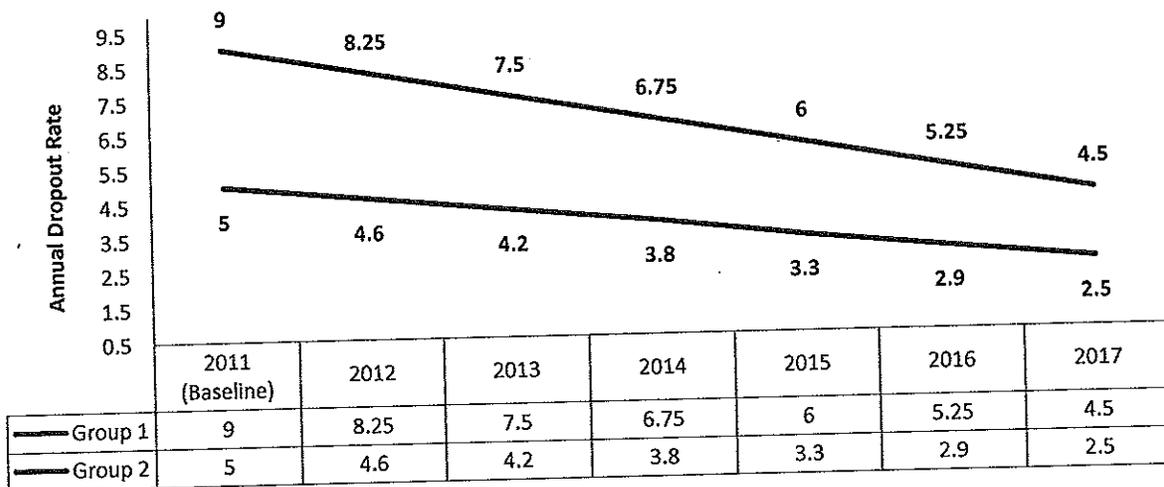
¹⁰ Additional information on Student Growth Percentiles is available at <http://www.doe.mass.edu/mcas/growth/>.

Annual Dropout Rate

All districts, schools, and subgroups will be expected to halve the gap between their annual dropout rate, if one exists, and a rate of zero percent by the 2016-17 school year.

The annual dropout rate, represented as a percentage, is a snapshot of those students who dropped out of school in a given year across grades 9 through 12. Dropout rates are calculated for districts, schools, and subgroups that serve any combination of grades 9-12. Shown below are example targets for two groups with 2011 starting points of 9 percent and 5 percent, respectively.

Figure 3 – Sample Annual Dropout Rate Gap-Halving Targets



A district, school, or subgroup's gap for the dropout rate is the distance between the group's current dropout rate and a rate of zero percent. In the above example, the current dropout rate for Group 1 is 9 percent. Half of this figure is 4.5 percent. Consequently, the dropout rate for Group 1 must, at a minimum, decrease by 0.75 percent each year to be on track toward a 2017 target of 4.5 percent.

A group will be considered to be on target for the annual dropout rate if it meets its annual gap-halving target, if the group's dropout rate meets or exceeds the 90th percentile rate for the group in the grade span statewide, or if the group's dropout rate meets or exceeds the 80th percentile rate for all students in the grade span statewide.

For example, if the annual dropout rate of a high school's special education group is 0.1 percent and the 90th percentile dropout rate for all special education groups in the high school grade span is 0.2 percent, then the group will be considered "on target". Similarly, if the 90th percentile annual dropout rate for all student groups in the high school grade span (high needs, low income, special education, English language learners, Hispanic, White, etc.) is 0.2 percent, the school's special education group will be considered "on target". (See Appendix B for threshold scores for all PPI indicators.)

Note that a group's annual targets between 2011 and 2017 will be fixed in 2011; interim targets between 2011 and 2017 will not be adjusted based on the group's actual performance across those years.

Cohort Graduation Rate

All districts, schools, and subgroups are expected to make steady progress toward a goal of 90 percent for the four-year rate or 95 percent for the five-year rate by the 2016-17 school year.

The cohort graduation rate, represented as a percentage, is calculated by dividing the number of students in a cohort who graduated in four years or less by of the total number of students in the cohort (the number of first-

time entering ninth graders four years earlier, excluding transfers out and including transfers in). Graduation rates are reported for all districts and schools serving grade 12.¹¹

Districts, schools, and subgroups will receive full credit if they meet the Commonwealth’s federally-approved annual targets in a given for either the four-and five-year cohort graduation rate, whichever is higher.¹² If in a given year a group is below the annual target but improves from the prior year by 2.5 percent or more, it will receive partial credit. (See Appendix B for threshold scores for all PPI indicators.)

Table 7 – Federally-Approved Cohort Graduation Rate Targets, 2011-17

Annual Targets	2011	2012	2013	2014	2015	2016	2017
4-Year Rate	75%	75%	80%	80%	85%	85%	90%
5-Year Rate	80%	80%	85%	85%	90%	90%	95%

Percent Warning/Failing (Extra Credit)

All districts, schools, and subgroups will be eligible to earn extra credit if they decrease the percent of students scoring at the Warning/Failing level on the ELA, mathematics, and/or science MCAS assessments by 10 percent from one year to the next.

Districts, schools, and subgroups earn extra credit by reducing the percent of low achievers by 10 percent or more. For example, a group will receive extra credit by reducing the percent of students scoring *Warning/Failing* from 30 percent in 2011 to 27 percent in 2012.¹³ (See Appendix B for threshold scores for all PPI indicators.)

Percent Advanced (Extra Credit)

All districts, schools, and subgroups will be eligible to earn extra credit if they increase the percent of students scoring Advanced on the ELA, mathematics, and/or science MCAS assessments by 10 percent from one year to the next.

Districts, schools, and subgroups earn extra credit by increasing the percent of students scoring above proficiency by 10 percent or more. For example, a group will receive extra credit by increasing the percent of students scoring *Advanced* from 20 percent in 2011 to 22 percent in 2012. (See Appendix B for threshold scores for all PPI indicators.)

¹¹ Additional information on the graduation rate is available at www.doe.mass.edu/infoservices/reports/gradrates/.

¹² The state’s cohort graduation rate targets were approved by the U.S. Department of Education prior to the ESEA/NCLB waiver opportunity; as such, while districts, schools, and groups can earn extra PPI points for exceeding these targets and earn partial credit for demonstrating improvement, all groups must meet either the four-or five year target in a given year to be considered “on target.”

¹³ The extra credit indicators are measured by the percentage increase/decrease and not increase/decrease in percentage points.

Appendix B – PPI indicators and thresholds

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 Only	High Schools Only
<i>Above Target, (100 Points)</i>	CPI of 97.5 or higher <u>or</u> met CPI of 90 th percentile for all students in the grade span statewide <u>or</u> exceeded CPI target by more than 1.25 points from prior year	Median SGP of 60 points or higher <u>or</u> median SGP improvement of 15 or more points from prior year	Four- <u>or</u> five-year rate of 95 percent or higher	Dropout rate of 0 percent <u>or</u> met dropout rate of 90 th percentile for all students in the grade span statewide <u>or</u> exceeded annual gap-halving target by declining 3 or more percentage points from prior year
<i>On Target (75 Points)</i>	Within +/- 1.25 points of CPI target <u>or</u> met CPI of 90 th percentile for the group in the grade span statewide <u>or</u> met CPI of 80 th percentile for all students in the grade span statewide	Median SGP between 51-59 <u>or</u> 10-14 median SGP point improvement <u>or</u> decreased non-proficient percent by 10 percent or more from prior year	Met four-year rate target but was below 95 percent <u>or</u> met five-year rate target but was below 95 percent	Met annual gap-halving target <u>or</u> met dropout rate of 90 th percentile for the group in the grade span statewide <u>or</u> met dropout rate of 80 th percentile for all students in the grade span statewide
<i>Improved Below Target (50 Points)</i>	Less than 1.25 CPI point improvement from prior year	Median SGP of 41-50 <u>or</u> 1-9 point median SGP improvement from prior year	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
<i>No Change (25 Points)</i>	No change from prior year <u>or</u> up to 2.5 CPI point decline from prior year	Median SGP of 31-40	Within +/- 2.5 percentage points of prior four-year rate	Within +/- 0.5 percentage points of prior year rate
<i>Declined (0 Points)</i>	Decline of more than 2.5 CPI points from prior year	Median SGP of 1-30	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 <i>Warning/Failing</i> Level on MCAS	(F) Progress at the <i>Advanced</i> Level on MCAS
	E1, E2, E3 (ELA, Math, Science)	F1, F2, F3 (ELA, Math, Science)
<i>Met Criteria (+25 Points)</i>	Decrease the percent of students scoring <i>Warning/Failing</i> on MCAS by 10 percent or more from the prior year	Increase the percent of students scoring <i>Advanced</i> 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

Required Actions for Districts and Schools Classified Into Level 2			
Occurs When	Planning Requirements	Parent/Guardian Notification Requirements	Fiscal Requirements
<p>A <i>school</i> is classified into Level 2 if the school's aggregate or high needs cumulative PPIs are less than 75 or the MCAS participation rate for any group in the school is between 90 and 94.9 percent.</p> <p>A <i>district</i> is classified into Level 2 if the most serious level of any school in the district is Level 2, unless the district was independently classified into Level 4 or 5 as a result of Board action.</p> <p>Absent significant non-compliance issues, a Level 2 district's determination of need for special education technical assistance or intervention is <i>Meets Requirements – At Risk (MRAR)</i>, indicating that the district is considered to be making progress, but is "at risk" for not meeting the needs of students with disabilities.</p>	<p>Analyze disaggregated data for all student groups to ensure interventions and supports are appropriately aligned to address needs; review the performance of students with disabilities and consider improvement or capacity building activities, as appropriate.</p> <p>Review and revise district and school improvement plans with respect to the level of implementation of Massachusetts' <i>District Standards and Indicators</i> and the <i>Conditions for School Effectiveness</i>.</p> <p>Consider using online district analysis, review, and assistance tools or feedback from a district review if the district was reviewed by ESE in 2011-12.</p>	<p>Disseminate single report card to parents/guardians of all children in the fall and no later than October. The notification must include the accountability and assistance level of the child's school and district; an explanation of what this designation means; an explanation of how parents can become involved in school and district improvement activities; and information about teacher quality and right-to-know requirements regarding teacher qualifications.</p> <p>Notify parents/guardians of discontinuation of NCLB choice and SES, if applicable.</p>	<p>Prioritize schools based on need and spend a prescribed portion of the district's Title I, Part A allocation (between 5 and 20 percent on a sliding scale determined by ESE) on interventions and supports that address the needs of the district's lowest-achieving students in its lowest-performing schools, either through an additional allocation of funds directly to schools, through a district reservation, or both, as determined by the district.</p>
<p>Conditions for School Effectiveness Self-Assessment: http://www.doe.mass.edu/apa/general/</p> <p>District Analysis, Review, and Assistance Tools: http://www.doe.mass.edu/apa/dart/default.html</p> <p>Sample Notification - Discontinuation of NCLB Choice/SES: http://www.doe.mass.edu/apa/titlei/esea/default.html</p> <p>ESE Analysis of Rapid Achievement Gain Schools: http://www.doe.mass.edu/apa/titlei/esea/default.html</p> <p>Title I Information: http://www.doe.mass.edu/apa/titlei/default.html</p>			

Appendix D – Required Actions for Districts and Schools Classified Into Levels 1-5

Required Actions for Districts and Schools Classified Into Level 1			
Occurs When	Planning Requirements	Parent/Guardian Notification Requirements	Fiscal Requirements
<p>A <i>school</i> is classified into Level 1 if the school's aggregate <i>and</i> high needs cumulative PPIs are 75 or higher and the MCAS participation rate for all groups in the school is 95 percent or greater.</p> <p>A <i>district</i> is classified into Level 1 if the most serious level of any school in the district is Level 1, unless the district was independently classified into Level 4 or 5 as a result of Board action.</p> <p>Absent significant non-compliance issues, a Level 1 district's determination of need for special education technical assistance or intervention is <i>Meets Requirements (MR)</i>, indicating that outcomes for the district as a whole indicate positive progress.</p>	<p>Analyze disaggregated data for all student groups to ensure interventions and supports are appropriately aligned to address needs.</p> <p>Review and revise district and school improvement plans with respect to the level of implementation of Massachusetts' <i>District Standards and Indicators</i> and the <i>Conditions for School Effectiveness</i>.</p> <p>Consider using online district analysis, review, and assistance tools or feedback from a district review if the district was reviewed by ESE in 2011-12.</p>	<p>Disseminate single report card to parents/guardians of all children in the fall and no later than October. The notification must include the accountability and assistance level of the child's school and district; an explanation of what this designation means; an explanation of how parents can become involved in school and district improvement activities; and information about teacher quality and right-to-know requirements regarding teacher qualifications.</p> <p>Notify parents/guardians of discontinuation of NCLB choice and SES, if applicable.</p>	<p>The district has no specific fiscal requirements linked to accountability and assistance level if the district is classified into Level 1.</p>
<p>Conditions for School Effectiveness Self-Assessment: http://www.doe.mass.edu/apa/general/</p> <p>District Analysis, Review, and Assistance Tools: http://www.doe.mass.edu/apa/dart/default.html</p> <p>Sample Notification - Discontinuation of NCLB Choice/SES: http://www.doe.mass.edu/apa/titlei/esea/default.html</p> <p>ESE Analysis of Rapid Achievement Gain Schools: http://www.doe.mass.edu/apa/titlei/esea/default.html</p> <p>Title I Information: http://www.doe.mass.edu/apa/titlei/default.html</p>			

Required Actions for Districts and Schools Classified Into Level 3			
Occurs When	Planning Requirements	Parent/Guardian Notification Requirements	Fiscal Requirements
<p>A <i>school</i> is classified into Level 3 if it places in the lowest 20 percent in the aggregate relative to other schools in the same <i>grade span</i> statewide; one or more subgroups in the school places in the lowest 20 percent of like subgroups within the <i>grade span</i> statewide and also places in the lowest 20 percent of all subgroups statewide; or MCAS participation rate for any group in the school is below 90 percent.</p> <p>A <i>district</i> is classified into Level 3 if the most serious level of any school in the district is Level 3, unless the district was independently classified into Level 4 or 5 as a result of Board action.</p> <p>A Level 3 district's determination of need for special education technical assistance or intervention is <i>Needs Technical Assistance (NTA)</i>, indicating that while areas of the district's performance may be positive, one or more schools are experiencing poor outcomes for students with disabilities and/or are having compliance issues.³⁴</p>	<p>Analyze disaggregated data for all student groups to ensure interventions and supports are appropriately aligned to address needs; review the performance of students with disabilities and consider improvement or capacity building activities, as appropriate.</p> <p>Use the <i>Conditions for School Effectiveness Self-Assessment</i> to review and revise district and school improvement plans with respect to the level of implementation of <i>Massachusetts' District Standards and Indicators</i> and the <i>Conditions for School Effectiveness</i>.</p> <p>Consider using online district analysis, review, and assistance tools or feedback from a district review if the district was reviewed by ESE in 2011-12.</p> <p>Consult with the District and School Assistance Center (DSAC) regarding the district's proposed supports and interventions for low-performing schools.</p>	<p>Disseminate single report card to parents/guardians of all children in the fall and no later than October. The notification must include the accountability and assistance level of the child's school and district; an explanation of what this designation means; an explanation of how parents can become involved in school and district improvement activities; and information about teacher quality and right-to-know requirements regarding teacher qualifications</p> <p>Notify parents/guardians of discontinuation of NCLB choice and SES, if applicable.</p>	<p>Prioritize schools based on need and spend 20 percent of the district's Title I, Part A allocation on interventions and supports that address the needs of the district's lowest-achieving students in its lowest-performing schools, either through an additional allocation of funds directly to schools, through a district reservation, or both, or both, as determined by the district.</p> <p>ESE approves interventions and supports as proposed in district's Title I, Part A grant application.</p> <p>ESE may direct funds under Individuals with Disabilities Education Act (IDEA) grant programs for specific improvement activities for students with disabilities.</p>
<p>Conditions for School Effectiveness Self-Assessment: http://www.doe.mass.edu/apa/general/</p> <p>District Analysis, Review, and Assistance Tools: http://www.doe.mass.edu/apa/dart/default.html</p> <p>Sample Notification - Discontinuation of NCLB Choice/SES: http://www.doe.mass.edu/apa/titlei/esea/default.html</p> <p>ESE Analysis of Rapid Achievement Gain Schools: http://www.doe.mass.edu/apa/titlei/esea/default.html</p> <p>Title I Information: http://www.doe.mass.edu/apa/titlei/default.html</p> <p>DSAC information: http://www.doe.mass.edu/apa/sss/support/</p>			

³⁴ Upon classification of a school/district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education; (B) inordinate separation of students with disabilities across low income and/or racial groups.