

Glossary of 2017 accountability reporting terms

NOTE: The sections below correspond to the information displayed on 2017 accountability reports for high schools. Those items marked with an asterisk (*) will also appear in the 2017 accountability reports for districts and schools that administered Next-Generation MCAS assessments in grades 3-8 during the 2016-17 school year.

Accountability information

Accountability and Assistance Level*

Massachusetts' Framework for District Accountability and Assistance classifies districts and schools on a five-level scale, with those meeting their gap narrowing goals in Level 1 and the lowest performing in Level 5.

At the high school level, schools are classified into Level 1 or 2 based on the cumulative progress and performance index (PPI) for the "all students" and high needs groups. For a school to be classified into Level 1, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher. If not, the school is classified into Level 2. A high school may also be classified into Level 2 if it has low assessment participation rates for any group in any subject (between 90 and 94 percent).

High schools are classified into Level 3 if they are among the lowest 20 percent relative to other schools in the same school type category statewide, if one or more subgroups in the school are among the lowest performing 20 percent of subgroups relative to all subgroups statewide, if they have persistently low graduation rates (less than 67 percent for the most recent four-year rate and less than 70 percent for each of the three prior five-year rates for any subgroup), or if they have very low assessment participation rates for any group (less than 90 percent). The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5, the most serious designations in Massachusetts' accountability system.

Schools that administered Next-Generation MCAS assessments in grades 3-8 in 2017 are not assigned an accountability and assistance level in 2017, with a few exceptions: schools with less than 90 percent participation for any subgroup in any subject area test (English language arts, mathematics, or science) are placed into Level 3; schools serving a combination of grades 3-8 and 9-12 that have persistently low graduation rates for one or more groups are placed into Level 3; and schools previously classified in Level 4 or Level 5 that do not meet ESE-defined exit criteria maintain their level designation.

Districts that administered Next-Generation MCAS assessment in grades 3-8 in 2017 are not assigned an accountability and assistance level, unless the district has very low assessment participation for one or more groups. In such a case, the district is classified into Level 3. Additionally, any district previously classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education will maintain their accountability designation until further action is taken by the Board.

Focus on... (name of one or more subgroups)*

Schools with one or more subgroups that are among the lowest performing subgroups statewide are classified into Level 3, and the names of those groups are displayed. These schools are referred to as Level 3 Focus schools. For a subgroup to be low performing, it must meet two criteria: (1) the subgroup must place in the lowest performing 20 percent of like subgroups within the school type category statewide, and (2) the subgroup must place in the lowest performing 20 percent of all subgroups statewide within the same school type.

Subgroups in schools or districts that are identified for low assessment participation or for persistently low graduation rates are also identified using the “Focus on...” label.

Commended for... (description of reason)

Formal recognition of a Level 1 high school that demonstrates very high achievement, strong progress overall, or has made strong progress toward narrowing proficiency gaps.

Determination of need for technical assistance or intervention in the area of special education*

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district’s determination is based on six categories: Meets Requirements – Provisional (MRP); Meets Requirements (MR); Meets Requirements – At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a 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 and (B) inordinate separation of students with disabilities across low income and/or racial groups. The 2017 special education determinations are based on each district’s 2016 accountability and assistance level.

School percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school’s overall performance relative to other schools that serve the same or similar grades. All schools are classified into one of six school type categories: (1) Early Elementary, usually schools ending in grades 1 or 2; (2) Elementary, usually schools serving grades K-5 or K-6; (3) Elementary/Middle, usually schools serving grades K-8; (4) Middle, usually schools serving grades 6-8 or 7-8; (5) Middle/High, usually schools serving grades 7-12 or K-12; and (6) High, usually schools serving grades 9-12. State law requires Massachusetts to classify into Level 3 those schools that are among the lowest performing 20 percent relative to other schools of the same school type. For a school to be eligible for classification into Level 3 or assigned a percentile, it must have sufficient data to be compared to other schools based on achievement and improvement. School percentiles are not calculated for early elementary schools or schools ending in grade 3. For 2017 reporting, school percentiles are calculated only for high schools serving a combination of grades 9-12; school percentiles

are not calculated for schools that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

Cumulative Progress and Performance Index (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 (in 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. For 2017 reporting, cumulative PPI data are reported only for high schools; PPIs are not calculated for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

Student groups*

School and district accountability determinations are made for the "all students" group and for up to 11 subgroups. Determinations are made for districts and schools (including single school districts and charter schools) that serve 20 or more students and for all subgroups of 20 or more students.

High needs students*

The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or economically disadvantaged students.

Economically disadvantaged students*

In 2015, Massachusetts stopped reporting accountability data for the low income subgroup and began reporting data for the economically disadvantaged subgroup. Unlike the low income subgroup, which was determined based on a student's eligibility for free or reduced-price lunch, the economically disadvantaged group includes only those students who participate in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid). Economically disadvantaged students are also included in the high needs subgroup.

Progress and Performance Index (PPI) subgroup data

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 and 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 2016 data to measure improvement between 2016 and 2017, 2015 data – if available – are substituted in order calculate change. For 2017 reporting, annual PPI data are reported only for high schools; PPIs are not calculated for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

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 at least 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. For 2017 reporting, cumulative PPI data are reported only for high schools; PPIs are not calculated for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

Subgroup percentiles

Subgroup percentiles are used to identify Level 3 “focus schools”. There are two kinds of subgroup percentiles, and both are calculated using the same methodology used to calculate school percentiles. The “in-group” percentile measures a group's overall performance relative to the performance of the same subgroup statewide within the same school type category (e.g., comparing the economically disadvantaged subgroup in one high school to all other economically disadvantaged subgroups in high schools statewide). The “all-subgroup” percentile measures a group's overall performance relative to the performance of all subgroups statewide within the same school type category (e.g., comparing the

economically disadvantaged subgroup in one high school to all other subgroups in high schools statewide). Any school with one or more groups having both in-group and all-subgroup percentiles of 20 or lower are eligible for classification as a Level 3 focus school. For 2017 reporting, subgroup percentiles are calculated only for high schools serving a combination of grades 9-12; subgroup percentiles are not calculated for schools that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

Assessment participation*

In 2017, assessment participation is calculated two ways for use in school and district accountability determinations. First, the 2017 participation rate for each subgroup in each subject area test is calculated. If the actual 2017 participation rate is lower than 95 percent (high schools) or 90 percent (schools and districts administering Next-Generation MCAS) for any group in any subject, that rate is compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates is factored into the assignment of the school or district's 2017 accountability and assistance level according to the rules below.

Any high school with less than 95 percent participation for any student group on any of the assessments is ineligible for classification into Level 1 and is, at a minimum, classified into Level 2. Any high school with less than 90 percent participation for any student group is ineligible for classification into Levels 1 and 2. Any non-high school or district that administered Next-Generation MCAS assessments in grades 3-8 in 2017 with less than 90 percent participation for any group in any subject is automatically placed into Level 3. Because school participation consequences are also applied to districts, the potential exists for a district to be classified into a level independent of the level of its schools. For accountability purposes, participation calculations include district, school, and subgroup participation in MCAS and ACCESS for English language learners (ELLs) tests.

Proficiency gap narrowing (English language arts, mathematics, and science)

All groups (districts, schools, and subgroups) are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based how close they came to scoring Proficient or Advanced. For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points. The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. A CPI of 100 means that all students in a group have scored in the proficient range or higher. For 2017 reporting, CP data are reported only for high schools; CPIs are not calculated for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

Baseline CPI

The baseline for the group's annual CPI target.¹

2016 CPI

The CPI for the group in 2016.

2017 CPI

The actual 2017 CPI for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if the 2017 CPI for the group is 97.5 or higher.

CPI change

The change in CPI from the prior year to the current year (can be negative). A group is awarded 100 PPI points and an "Above Target" rating for exceeding its annual target by more than 1.25 points. A group is awarded 75 PPI points and an "On Target" rating if the current year CPI is within plus or minus 1.25 points of its CPI target. A group receives partial credit (50 PPI points) for showing improvement in the CPI even if it is below target ("Improved Below Target"). If there is no change in CPI or the CPI declines slightly (up to -2.5 CPI points), the group is awarded 25 points ("No Change"). If the CPI declines by more than 2.5 points, the group is awarded 0 points ("Declined").

2017 target

The CPI target for the group in the current year needed for the group to remain on track toward reducing the proficiency gap by half in the six year period between 2011 and 2017.

6 year goal

The expected CPI for the group in six years if the proficiency gap is halved.

CPI percentile in school type

Where the group's 2017 CPI falls relative to all like groups in the same school type category statewide for the current reporting year, represented as a number between 1 and 99. Any group that met the 90th percentile CPI for that particular group in the school type category statewide is awarded 75 PPI points ("On Target").²

N

The number of students whose assessment results were included in the 2017 CPI calculation for a given student group. For schools, this number includes only those students enrolled in the school on or before October 1, 2016 and who took MCAS or MCAS-Alt tests in the same school. For districts, including single school districts, this number includes all students who took MCAS or MCAS-Alt tests while enrolled in

¹ If a group did not have a 2016 CPI to measure improvement between 2016 and 2017, the 2015 CPI is substituted in order to calculate change.

² Any group that met the 80th percentile CPI for all groups in the same school type category statewide is awarded 75 PPI points and an "On Target" rating; a group meeting the 90th percentile CPI for all groups in the school type category statewide is awarded 100 PPI points and an "Above Target" rating.

the district, regardless of when they enrolled. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense). All ELL students in their first year of U.S. schooling are excluded from the N figure, as are students who did not complete testing.

PPI points

Points awarded to the group for making improvement relative to the group's own annual target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

Rating

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Improved Below Target (50 points); No Change (25 points); or Declined (0 points).

Extra credit (English language arts, mathematics, and science)

All groups (districts, schools, and subgroups) earn extra credit if they decrease the percentage of students scoring at the Warning/Failing level or if they increase the percentage of students scoring Advanced on ELA, mathematics, and/or science assessments by 10 percent from one year to the next. For 2017 reporting, extra credit points are awarded only to high schools; extra credit is not determined for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

2016 % (Advanced or Warning/Failing)

The percentage of students scoring Advanced or Warning/Failing, respectively, on MCAS tests in the prior year. For 2017 accountability determinations, the baseline for most groups is the 2016 percentage. If a group did not have sufficient data in 2016 to measure improvement between 2016 and 2017, 2015 data are substituted as the baseline, if available.

2017 % (Advanced or Warning/Failing)

The percentage of students scoring Advanced or Warning/Failing, respectively, on MCAS tests in the current year.

N

The number of students whose assessment results were included in the calculation for the current year.

PPI points awarded

For each subject, indicates whether the group was awarded 25 PPI points for decreasing the percentage of students scoring at the Warning/Failing level and/or increasing the percentage of students scoring Advanced on ELA, mathematics, and/or science assessments by 10 percent from one year to the next. As displayed on the PPI Detail page for each student group, any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.

Growth (English language arts and mathematics)

All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. 2017 SGPs can be calculated regardless of the assessment administered in 2016. For 2017 reporting, SGP data are included only high school accountability reports; SGP data are not included on accountability reports for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

2016 SGP

The Student Growth Percentile (SGP) for the group in the prior year. For 2017 accountability determinations, the baseline for most groups is the 2016 SGP. If a group did not have a 2016 SGP to measure improvement between 2016 and 2017, the 2015 SGP is substituted as the baseline, if available.

2017 SGP

The actual 2017 SGP for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if it has a median SGP of 60 points or higher. Barring credit for improvement as described above, a group is awarded 75 PPI points and an "On Target" rating if it has a median SGP between 51 and 59, 50 PPI points ("Improved Below Target") for a median SGP between 41 and 50, 25 PPI points ("No Change") for a median SGP between 31 and 40, and zero PPI points ("Declined") for a median SGP between 1 and 30.

SGP change

The change in SGP from the prior year to the current year (can be negative). A group is awarded 100 PPI points and an "Above Target" rating if it improves its median SGP by 15 or more points from the prior year, 75 PPI points and an "On Target" rating if it improves its median SGP by 10-14 points from the prior year, and partial credit (50 PPI points) and a "No Change" rating if it improves its median SGP by 1-9 points from the prior year.

6 year goal

The goal for all groups is to achieve or maintain a median SGP at least one point above the state median. In 2017, that figure is 51.

Met Safe Harbor?

Indicates whether the percentage of students in the group not proficient decreased by 10 percent or more from the previous year. Unless the group met the criteria for earning 100 PPI points ("Above Target"), the group is automatically awarded 75 points and an "On Target" rating for meeting the federal "safe harbor" provision.

N

The number of students whose assessment results were included in the 2017 growth calculation for a given student group. This number includes only those students enrolled in the school or district on or

before October 1, 2016 and who were assessed in the same school or district. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense). All ELL students in their first year of U.S. schooling are excluded from the N figure, as are students who did not complete testing or for whom ESE does not have consecutive years of assessment results (for example, third grade students).

PPI points

Points awarded to the group for making improvement relative to the group's own annual target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

Rating

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Below Target (0 to 50 points).

English language proficiency growth

Districts and schools earn extra credit if the English language learner (ELL) subgroup in the district or school obtains a median Student Growth Percentile of 60 or higher, as measured by the ACCESS for ELLs assessment. Points are awarded to the aggregate and to the ELL/Former ELL and high needs subgroups. For 2017 reporting, extra credit points are awarded only to high schools; extra credit is not determined for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

2017 SGPA

The Student Growth Percentile as measured by ACCESS for the current year.

2017 target

The ELL subgroup must obtain and SPGA of 60 or higher in order to be awarded extra credit.

N

The number of students whose assessment results were included in the 2017 SGPA calculation for a given student group.

PPI points

Indicates whether the group was awarded 25 PPI points obtaining median SGPA of 60 or higher for the current year. As displayed on the PPI Detail page for each student group, any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.

2016 four-year and 2015 five-year cohort graduation rates

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

school year. For accountability determinations in any given year, the cohort graduation rate from the prior school year is used. For example, 2017 accountability determinations for the four-year rate use data from 2016; determinations for the five-year rate use data from 2015.³ For 2017 reporting, graduation rate data are included only high school accountability reports; graduation rate data are not included on accountability reports for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

2015/2014 rate

The cohort graduation rate for the group in the prior year. For 2017 accountability determinations, the baseline for most groups are the 2015 four-year and 2014 five-year rates. If a group did not have a rate to measure improvement between 2016 and 2017 accountability determinations, the rate for the prior year is substituted as the baseline, if available.

2016/2015 rate

The actual cohort graduation rate for the group. A group is automatically awarded 100 PPI points and an “Above Target” rating if the four or five-year cohort graduation rate is 95 percent or higher. A group is awarded 75 PPI points and an “On Target” rating if the four-year rate is between 80 and 95 percent or the five-year rate is between 85 and 95 percent.

Change

The change in the cohort graduation rate from the prior year to the current year (can be negative). A group receives partial credit (50 PPI points) and an “Improved Below Target” rating if does not meet its annual target but improves the four-year rate by 2.5 percent or more from the prior year. A group receive 25 PPI points and a “No Change” rating if the graduation rate is within plus or minus 2.5 percentage points of the prior four-year (or five-year) rate, and a group receives zero PPI points (“Declined”) if the graduation rate declines by more than 2.5 percentage points from the prior year.

Annual target

The four-and five-year cohort graduation rate targets for the group in the current year needed for the group to remain on track toward a goal of 90 percent for the four-year cohort graduation rate or 95 percent for the five-year rate by the 2016-17 school year. For 2017 accountability determinations, the goal for the four-year rate is 80 percent and the goal for the five-year rate is 85 percent.

6 year goal

The expected cohort graduation rate for the group in six years. The goal for all groups is a four-year cohort graduation rate of 90 percent or a five-year rate of 95 percent.

³ 2017 accountability reports show graduation rates for the 2016 and 2015 cohorts because it allows ESE to use a data set that has been thoroughly reviewed by district and ESE staff. ESE will not have complete graduation rate data for the 2017 graduation cohort until late fall 2017, after the October SIMS reporting period and the 2017 cohort data review period have closed.

N

The number of students in the cohort.

PPI points

Points awarded to the group for making improvement relative to the group's own target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

Rating

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Improved Below Target (50 points); No Change (25 points); or Declined (0 points).

2016 annual dropout rate

All groups (districts, schools, and subgroups) are 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. For accountability determinations in any given year, the annual; dropout rate for the prior year is used. For example, 2017 accountability determinations for the dropout rate use data from 2016.⁴ For 2017 reporting, dropout rate data are included only high school accountability reports; dropout rate data are not included on accountability reports for schools and districts that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

Baseline rate

The baseline for the annual target. For most groups, this is the 2010 annual dropout rate. If a group did not have sufficient data in 2010 to measure improvement between 2010 and 2011, 2009 data are substituted as the baseline, if available.

2015 rate

The annual dropout rate for the group in 2015.

2016 rate

The actual annual dropout rate for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if it has a dropout rate of zero percent, met the dropout rate of the 90th percentile for all students in the school type category statewide, or exceeded the group's own annual gap-halving target by declining 3 or more percentage points from the prior year. A group is awarded 75 PPI points and an "On Target" rating if it met its annual gap-halving target, met the dropout rate of the 90th percentile for that particular group in the school type category statewide, or met the dropout rate of the 80th percentile for all students in the school type category statewide.

⁴ 2017 accountability reports show 2016 annual dropout rates because it allows ESE to use a data set that has been thoroughly reviewed by district and ESE staff.

Change

The change in the annual dropout rate from the prior year to the current year. A group receives partial credit (50 PPI points) and an “Improved Below Target” rating if it does not meet its annual target but decreases the dropout rate by 0.5 percentage points or more from the prior year. A group receive 25 PPI points and a “No Change” rating if the dropout rate is within plus or minus 0.5 percentage points of the prior rate, and a group receives zero PPI points (“Declined”) if the dropout rate increases by more than 0.5 percentage points from the prior year.

Annual target

The annual dropout rate target for the group in the current year needed for the group to remain on track toward halve the gap between their annual dropout rate, if one exists, and a rate of zero percent by the 2016-17 school year.

6 year goal

The expected annual dropout for the group in six years if the dropout rate is reduced by half.

Dropout percentile in school type

Where the group’s 2016 annual dropout rate falls relative to all like groups in same school type category statewide for the current reporting year, represented as a number between 1 and 99. Any group that met the 90th percentile annual dropout rate for that particular group in the school type category statewide is awarded 75 PPI points (“On Target”).

N

The number of students in the cohort.

PPI points

Points awarded to the group for making improvement relative to the group’s own target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

Rating

Description of the group’s improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Improved Below Target (50 points); No Change (25 points); or Declined (0 points).

Extra credit for reengaging dropouts (2 or more)

High schools can earn 25 extra credit points in the Progress and Performance Index (PPI) calculation for the all students and/or high needs students groups if they re-engaged two or more dropouts in the previous school year. For 2017 reporting, extra credit points are awarded only to high schools; extra credit is not determined for schools that administered Next-Generation MCAS assessments in grades 3-8 in spring 2017.

2016 number of dropouts reengaged

The dropout reengagement number is the count of high school dropouts that re-enroll in school for two consecutive SIMS collection periods or graduate or obtain a certificate of high school completion. This metric is a calculation of the official number of high school dropouts statewide from the previous four school years who returned to school in the 2015-16 school year. The reengaged student is credited to the school that re-enrolls/graduates them regardless of which school the student originally dropped out from. Extra credit points can be earned by the all students and high needs students groups only, and only at the school level.

PPI points awarded

Indicates whether the group was awarded 25 PPI points for reengaging two or more dropouts in the 2015-16 school year. As displayed on the PPI Detail page for each student group, any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.