

# 2013 ACCOUNTABILITY DATA

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Lynn English High School  
October 1, 2013

Lynn Classical High School  
October 2, 2013

# Agenda

Now that you know about the student reports, I am going to tell you about:

- What measures are used to label schools and districts,
- The status of each of our schools,
- How to read the school and district reports.

# Level Status

Schools are identified in Level status according to whether or not they have made gains in their own MCAS scores over the past four years.

There are two measures determined for each school and for the district:

CPI (Composite Performance Index)

PPI (Progress and Performance Index)

- CPI is understandable, easily determined, and comparable among schools and districts.
- PPI is also understandable, easily determined, but not really comparable among schools and districts. PPI gauges whether or not we are meeting our own goals.

# Composite Performance Index CPI

$$240 - 280 = 100$$

$$230 - 238 = 75$$

$$220 - 228 = 50$$

$$210 - 218 = 25$$

$$200 - 208 = 0$$

$$X \quad 25 = 2500$$

$$X \quad 10 = 750$$

$$X \quad 20 = 1000$$

$$X \quad 10 = 250$$

$$X \quad 5 = 0$$

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$$70 \quad 4500$$

$$4500/70 = \mathbf{64.3}$$

# CPI

- Determined for ELA, math and science using:
  - ELA MCAS Results
  - Math MCAS Results
  - Science MCAS Results

# PPI

- Determined for all students and all subgroups based on:
  - 1. ELA CPI Gap Reduction
  - 2. Math CPI Gap Reduction
  - 3. Science CPI Gap Reduction
  - 4. ELA Growth
  - 5. Math Growth
  - 6. Graduation Rate
  - 7. Drop-Out Rate
- + Extra Credit

What does gap-narrowing mean?



# PPI

## Gap Narrowing Goal

**GOAL:** Halve the achievement gap by 2017.

$$100 - \text{CPI} = \text{gap}$$

$$(100 - \text{CPI}) / 2$$

Example:

$$2011 \text{ CPI} = 88$$

$$(100 - 88) = 12$$

$$12 / 2 = 6$$

Therefore over 6 years the CPI needs to go up 6 points.

CPI must be 89 in 2012,

90 in 2013,

91 in 2014

92 in 2015

93 in 2016

94 in 2017 to reach goal

# Progress and Performance Index

## PPI

- Points are awarded to a group for making improvement relative to the group's own annual target CPI
  - 0 = Declined
  - 25 = No Change
  - 50 = Improved Below Target
  - **75 = On Target**
  - 100 = Above Target

# Lynn District PPI Report

# 2013 Accountability Data - Lynn

## District Information

District:	Lynn (01630000)
Region:	Commissioner's Districts
Title I Status:	Yes

## Accountability Information

### Accountability and Assistance Level

**Level 3\***

One or more schools in the district classified into Level 3  
 \*Pending approval of Level 4 exit assurances

This district's determination of need for special education technical assistance or intervention

Needs Technical Assistance (NTA)

### This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View Detailed 2013 Data
	Less progress	More progress		
<a href="#">All students</a>		■	54	Did Not Meet Target
<a href="#">High needs</a>		■	56	Did Not Meet Target
<a href="#">Low income</a>		■	59	Did Not Meet Target
<a href="#">ELL and Former ELL</a>		■	43	Did Not Meet Target
<a href="#">Students w/disabilities</a>		■	58	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>		■	60	Did Not Meet Target
<a href="#">Afr. Amer./Black</a>		■	66	Did Not Meet Target
<a href="#">Hispanic/Latino</a>		■	49	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		■	46	Did Not Meet Target
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-	
<a href="#">White</a>		■	52	Did Not Meet Target

## 2013 Accountability Data - Lynn

### District Information

<b>District:</b>	Lynn (01630000)
<b>Region:</b>	Commissioner's Districts
<b>Title I Status:</b>	Yes
<b>Accountability and Assistance Level:</b>	Level 3*

[Summary](#) > All Students

### Progress and Performance Index (PPI) Subgroup Data

[About the Data](#)

View Detailed 2013 Data for Each Indicator		Points Awarded			
		2010	2011	2012	2013
<b>English Language Arts</b>	Narrowing proficiency gaps (Composite Performance Index)	50	50	25	25
	Growth (Student Growth Percentiles)	50	50	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	0	25	0	25
	Extra credit for increasing % Advanced (10% or more)	0	25	0	0
<b>Mathematics</b>	Narrowing proficiency gaps (Composite Performance Index)	50	50	25	50
	Growth (Student Growth Percentiles)	50	50	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	0	0
	Extra credit for increasing % Advanced (10% or more)	25	0	0	0
<b>Science</b>	Narrowing proficiency gaps (Composite Performance Index)	75	25	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	0	25
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
<b>High School</b>	Annual dropout rate	25	50	75	75
	Cohort graduation rate	75	25	25	50
Points awarded for narrowing proficiency gaps, growth, and high school indicators		375	300	300	350
Points awarded for extra credit		100	50	25	50
Total points awarded		475	350	325	400
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	7
<b>Annual PPI = (Total points / Number of indicators)</b>		<b>68</b>	<b>50</b>	<b>46</b>	<b>57</b>
<b>Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4) / 10</b>		<b>Did Not Meet Target</b>			<b>54</b>
<b>MCAS Participation</b>		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
English Language Arts		99%	99%	99%	99%
Mathematics		99%	99%	99%	99%
Science		98%	99%	99%	99%

How do schools get a Level status?

# Level 1 and 2 Status Determination

Schools are identified as Level 1 or Level 2 if they are above the 20<sup>th</sup> percentile for all similarly grouped schools and have a PPI of 75 or more for “All Students” and “High Needs Students”.



## 2013 Accountability Data - Sewell-Anderson

Organization Information			
<b>District:</b>	Lynn (01630000)	<b>School type:</b>	Elementary School
<b>School:</b>	Sewell-Anderson (01630085)	<b>Grades served:</b>	PK,K,01,02,03,04,05
<b>Region:</b>	Commissioner's Districts	<b>Title I status:</b>	Title I School (SW)

### Accountability Information [About the Data](#)

Accountability and Assistance Level	
<b>Level 1</b>	<b>Meeting gap narrowing goals</b>
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
<b>All students:</b>	

### This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2013 Data
	Less progress	More progress	
<a href="#">All students</a>		92	Met Target
<a href="#">High needs</a>		91	Met Target
<a href="#">Low income</a>		89	Met Target
<a href="#">ELL and Former ELL</a>		-	-
<a href="#">Students w/disabilities</a>		100	Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		-	-
<a href="#">Afr. Amer./Black</a>		-	-
<a href="#">Hispanic/Latino</a>		100	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		100	Met Target



## 2013 Accountability Data - Sewell-Anderson

Organization Information			
<b>District:</b>	Lynn (01630000)	<b>School type:</b>	Elementary School
<b>School:</b>	Sewell-Anderson (01630085)	<b>Grades served:</b>	PK,K,01,02,03,04,05
<b>Region:</b>	Commissioner's Districts	<b>Title I status:</b>	Title I School (SW)
<b>Accountability and Assistance Level:</b>			Level 1


[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data					<a href="#">About the Data</a>
<a href="#">View Detailed 2013 Data for Each Indicator</a>		Points Awarded			
		2010	2011	2012	2013
<b>English Language Arts</b>	Narrowing proficiency gaps (Composite Performance Index)	25	25	100	100
	Growth (Student Growth Percentiles)	25	50	75	100
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	0	0
<b>Mathematics</b>	Narrowing proficiency gaps (Composite Performance Index)	25	25	100	100
	Growth (Student Growth Percentiles)	25	50	100	75
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	25
	Extra credit for increasing % Advanced (10% or more)	0	0	25	0
<b>Science</b>	Narrowing proficiency gaps (Composite Performance Index)	100	0	100	100
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	25
	Extra credit for increasing % Advanced (10% or more)	0	0	25	25
<b>High School</b>	Annual dropout rate	-	-	-	-
	Cohort graduation rate	-	-	-	-
Points awarded for narrowing proficiency gaps, growth, and high school indicators		200	150	475	475
Points awarded for extra credit		75	0	125	75
Total points awarded		275	150	600	550
Number of proficiency gap narrowing, growth, and high school indicators		5	5	5	5
<b>Annual PPI = (Total points / Number of indicators)</b>		<b>55</b>	<b>30</b>	<b>120</b>	<b>110</b>
<b>Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4) / 10</b>		<b>Met Target</b>			<b>92</b>




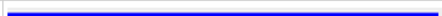

## 2013 Accountability Data - Edward A Sisson

Organization Information			
District:	Lynn (01630000)	School type:	Elementary School
School:	Edward A Sisson (01630095)	Grades served:	PK,K,01,02,03,04,05
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information	<a href="#">About the Data</a>
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Accountability and Assistance Level	
<b>Level 2</b>	<b>Not meeting gap narrowing goals</b> Low MCAS participation (Less than 95%) Focus on Students w/disabilities -
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:  41	Lowest performing <span style="margin-left: 150px;">Highest performing</span>

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
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Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			<a href="#">View Detailed 2013 Data</a>
	Less progress	More progress		
<a href="#">All students</a>		■	48	Did Not Meet Target
<a href="#">High needs</a>		■	55	Did Not Meet Target
<a href="#">Low income</a>		■	61	Did Not Meet Target
<a href="#">ELL and Former ELL</a>				-
<a href="#">Students w/disabilities</a>				-
<a href="#">Amer. Ind. or Alaska Nat.</a>				-
<a href="#">Asian</a>				-
<a href="#">Afr. Amer./Black</a>				-
<a href="#">Hispanic/Latino</a>		■	65	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>				-
<a href="#">Nat. Haw. or Pacif. Isl.</a>				-
<a href="#">White</a>		■	50	Did Not Meet Target

## 2013 Accountability Data - Edward A Sisson

Organization Information			
District:	Lynn (01630000)	School type:	Elementary School
School:	Edward A Sisson (01630095)	Grades served:	PK,K,01,02,03,04,05
Region:	Commissioner's Districts	Title I status:	Title I School (SW)
Accountability and Assistance Level:			Level 2

[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data		<a href="#">About the Data</a>			
<a href="#">View Detailed 2013 Data for Each Indicator</a>		Points Awarded			
		2010	2011	2012	2013
<b>English Language Arts</b>	Narrowing proficiency gaps (Composite Performance Index)	50	25	75	25
	Growth (Student Growth Percentiles)	50	50	50	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	0	0
<b>Mathematics</b>	Narrowing proficiency gaps (Composite Performance Index)	50	50	75	0
	Growth (Student Growth Percentiles)	75	75	0	0
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	0	25
<b>Science</b>	Narrowing proficiency gaps (Composite Performance Index)	25	0	100	0
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	25	25	0
<b>High School</b>	Annual dropout rate	-	-	-	-
	Cohort graduation rate	-	-	-	-
Points awarded for narrowing proficiency gaps, growth, and high school indicators		250	200	300	75
Points awarded for extra credit		100	25	100	25
Total points awarded		350	225	400	100
Number of proficiency gap narrowing, growth, and high school indicators		5	5	5	5
<b>Annual PPI = (Total points / Number of indicators)</b>		<b>70</b>	<b>45</b>	<b>80</b>	<b>20</b>
<b>Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4) / 10</b>		<b>Did Not Meet Target</b>			<b>48</b>

## Level 3 Status Determination

Schools are classified into Level 3 for low aggregate performance if they are among the lowest performing 20 percent relative to other schools of the same school type statewide.

## Level 3 Status Determination (cont.)

In addition, schools are classified into Level 3 for low subgroup performance if one or more subgroups in the school are among the lowest 20 percent of subgroups statewide or one or more subgroups in the school has persistently low graduation rates over four consecutive years.

## Level 3 Status Determination (cont.)

Schools can also be classified into Level 3 for very low participation rates on MCAS tests.

## 2013 Accountability Data - Lynn English High

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Organization Information			
<b>District:</b>	Lynn (01630000)	<b>School type:</b>	High School
<b>School:</b>	Lynn English High (01630510)	<b>Grades served:</b>	09,10,11,12
<b>Region:</b>	Commissioner's Districts	<b>Title I status:</b>	Title I School (SW)

### Accountability Information [About the Data](#)

Accountability and Assistance Level	
<b>Level 3</b>	<p>Among lowest performing 20% of schools                      Low MCAS participation (Less than 95%)                      Focus on Students w/disabilities -</p>
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
<b>All students:</b>	

### This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2013 Data
	Less progress	More progress	
<a href="#">All students</a>		73	Did Not Meet Target
<a href="#">High needs</a>		78	Met Target
<a href="#">Low income</a>		79	Met Target
<a href="#">ELL and Former ELL</a>		52	Did Not Meet Target
<a href="#">Students w/disabilities</a>		55	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		81	Met Target
<a href="#">Afr. Amer./Black</a>		82	Met Target
<a href="#">Hispanic/Latino</a>		71	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		78	Met Target

## 2013 Accountability Data - Lynn English High

Organization Information			
District:	Lynn (01630000)	School type:	High School
School:	Lynn English High (01630510)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Title I School (SW)
Accountability and Assistance Level:			Level 3

[Summary](#) > All Students

Progress and Performance Index (PPI) Subgroup Data		About the Data			
<a href="#">View Detailed 2013 Data for Each Indicator</a>		Points Awarded			
		2010	2011	2012	2013
<b>English Language Arts</b>	Narrowing proficiency gaps (Composite Performance Index)	25	25	100	100
	Growth (Student Growth Percentiles)	50	50	75	100
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	25
	Extra credit for increasing % Advanced (10% or more)	0	25	25	25
<b>Mathematics</b>	Narrowing proficiency gaps (Composite Performance Index)	25	0	75	25
	Growth (Student Growth Percentiles)	50	50	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	0	25
	Extra credit for increasing % Advanced (10% or more)	0	0	0	25
<b>Science</b>	Narrowing proficiency gaps (Composite Performance Index)	100	75	100	25
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	25	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	25
<b>High School</b>	Annual dropout rate	0	0	75	75
	Cohort graduation rate	75	75	75	25
Points awarded for narrowing proficiency gaps, growth, and high school indicators		325	275	575	400
Points awarded for extra credit		75	25	100	125
Total points awarded		400	300	675	525
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	7
<b>Annual PPI = (Total points / Number of indicators)</b>		<b>57</b>	<b>43</b>	<b>96</b>	<b>75</b>
<b>Cumulative PPI = (2010*1 + 2011*2 + 2012*3 + 2013*4) / 10</b>		<b>Did Not Meet Target</b>			<b>73</b>



# Level 4 Status

The state's lowest achieving, least improving Level 3 schools are candidates for classification into Level 4 at the discretion of the Commissioner of Elementary and Secondary Education.

## Level 5 Status

A Level 4 school may be classified into Level 5 by the Commissioner on behalf of the Board of Elementary and Secondary Education if it fails to improve; or if district conditions make it unlikely that the school will make significant improvement without a Level 5 designation.

# 2013 School Status Results

- **Level 1 Schools:**
  - Aborn
  - Hood
  - Lincoln Thomson
  - Sewell- Anderson
  - Lynn Classical\*
  - Lynn Woods\*

# 2013 School Status Results (Cont.)

- **Level 2 Schools:**
  - Ingalls
  - Shoemaker
  - Sisson
  - Tracy

# 2013 School Status Results (Cont.)

- **Level 3 Schools:**

- Drewicz
- Brickett
- Callahan
- Cobbet
- Connery
- Ford
- Harrington
- Breed
- Marshall
- Pickering
- Lynn English
- LVTI
- Fecteau-Leary

# CPI District Comparisons

# Commissioner's Districts

## ELA CPIs

District	ELA 2009	ELA 2010	ELA 2011	ELA 2012	ELA 2013
<b>STATE</b>	<b>86.5</b>	<b>86.9</b>	<b>87.2</b>	<b>86.7</b>	<b>86.9</b>
<b>Lynn</b>	<b>76.5</b>	<b>77.2</b>	<b>78.7</b>	<b>78.1</b>	<b>78.1</b>
<b>Worcester</b>	<b>75.5</b>	<b>77.4</b>	<b>76.1</b>	<b>76.3</b>	<b>77.1</b>
<b>Brockton</b>	<b>77.7</b>	<b>77.1</b>	<b>76.6</b>	<b>75.5</b>	<b>75.5</b>
<b>Fall River</b>	<b>75.5</b>	<b>75.0</b>	<b>76.3</b>	<b>75.2</b>	<b>75.5</b>
<b>Lowell</b>	<b>74.2</b>	<b>74.9</b>	<b>75.6</b>	<b>74.8</b>	<b>75.3</b>
<b>Boston</b>	<b>74.1</b>	<b>74.8</b>	<b>75.2</b>	<b>74.0</b>	<b>75.1</b>
<b>New Bedford</b>	<b>74.2</b>	<b>75.4</b>	<b>76.0</b>	<b>74.9</b>	<b>74.5</b>
<b>Lawrence</b>	<b>71.6</b>	<b>73.7</b>	<b>72.4</b>	<b>71.4</b>	<b>71.7</b>
<b>Springfield</b>	<b>70.9</b>	<b>70.8</b>	<b>71.8</b>	<b>70.7</b>	<b>71.3</b>
<b>Holyoke</b>	<b>62.9</b>	<b>66.0</b>	<b>67.1</b>	<b>67.1</b>	<b>66.7</b>

# Commissioner's Districts

## Math CPIs

District	Math 2009	Math 2010	Math 2011	Math 2012	Math 2013
<b>STATE</b>	<b>78.5</b>	<b>79.9</b>	<b>79.9</b>	<b>79.9</b>	<b>80.8</b>
<b>Lowell</b>	<b>64.9</b>	<b>67.8</b>	<b>69.6</b>	<b>70.3</b>	<b>71.8</b>
<b>Lynn</b>	<b>66.9</b>	<b>68.8</b>	<b>70.0</b>	<b>69.6</b>	<b>70.1</b>
<b>Boston</b>	<b>64.0</b>	<b>68.0</b>	<b>67.5</b>	<b>67.8</b>	<b>69.3</b>
<b>Brockton</b>	<b>67.1</b>	<b>66.9</b>	<b>65.1</b>	<b>65.4</b>	<b>68.8</b>
<b>Worcester</b>	<b>66.2</b>	<b>68.8</b>	<b>67.4</b>	<b>67.1</b>	<b>68.0</b>
<b>New Bedford</b>	<b>65.8</b>	<b>68.0</b>	<b>67.4</b>	<b>65.4</b>	<b>66.6</b>
<b>Lawrence</b>	<b>57.3</b>	<b>62.0</b>	<b>60.0</b>	<b>59.7</b>	<b>66.6</b>
<b>Fall River</b>	<b>63.0</b>	<b>66.7</b>	<b>66.8</b>	<b>66.4</b>	<b>66.5</b>
<b>Holyoke</b>	<b>51.0</b>	<b>56.5</b>	<b>58.2</b>	<b>58.3</b>	<b>60.9</b>
<b>Springfield</b>	<b>57.3</b>	<b>58.2</b>	<b>59.1</b>	<b>58.7</b>	<b>60.7</b>



# Commissioner's Districts Science CPIs

District	Science 2009	Science 2010	Science 2011	Science 2012	Science 2013
<b>STATE</b>		<b>78.3</b>	<b>77.6</b>	<b>78.6</b>	<b>79.0</b>
<b>Lynn</b>		<b>64.7</b>	<b>66.3</b>	<b>66.3</b>	<b>67.1</b>
<b>Worcester</b>		<b>64.4</b>	<b>61.6</b>	<b>63.5</b>	<b>64.8</b>
<b>Fall River</b>		<b>65.1</b>	<b>64.4</b>	<b>61.4</b>	<b>63.9</b>
<b>Brockton</b>		<b>61.7</b>	<b>61.1</b>	<b>62.6</b>	<b>63.7</b>
<b>New Bedford</b>		<b>59.7</b>	<b>60.2</b>	<b>59.0</b>	<b>62.0</b>
<b>Lowell</b>		<b>60.3</b>	<b>59.0</b>	<b>60.4</b>	<b>61.5</b>
<b>Boston</b>		<b>58.1</b>	<b>56.1</b>	<b>58.8</b>	<b>60.2</b>
<b>Springfield</b>		<b>56.1</b>	<b>56.5</b>	<b>55.9</b>	<b>58.1</b>
<b>Holyoke</b>		<b>52.8</b>	<b>52.2</b>	<b>54.0</b>	<b>56.6</b>
<b>Lawrence</b>		<b>53.0</b>	<b>50.6</b>	<b>54.9</b>	<b>56.2</b>

# Great News

- **Connery and Harrington removed from Level 4 status.**
  - **Lynn removed from Level 4 status.**
- **Lynn Woods has been named a Commendation School for high progress. (One of only 48 commended schools in the state.)**
- **Aborn science results rank them 15<sup>th</sup> in the state for science (closely followed by Lincoln Thomson).**