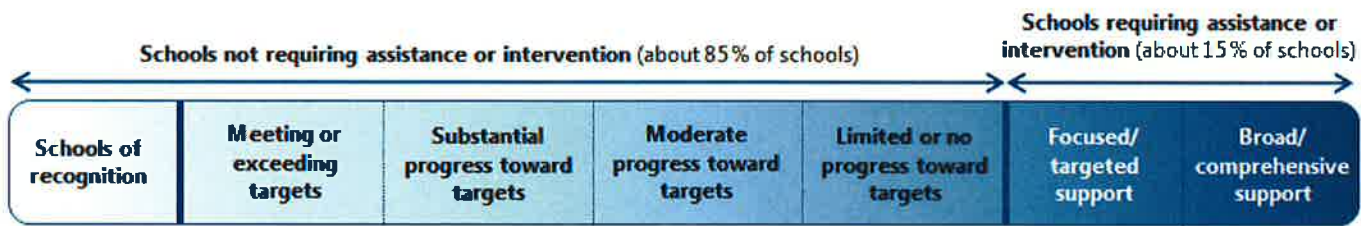


10/15/19

**Memorandum**

To: John P. Phelan, Superintendent  
 From: Janice Darias, Assistant Superintendent  
 Date: October 9, 2019  
 Re: 2019 Accountability Data, Belmont Public Schools

I am writing to report the 2019 accountability determination for the district and all schools in Belmont. All Belmont schools and the district have been classified as not requiring assistance or intervention because all schools are meeting or exceeding the targets set for all students and for the lowest performing students. For the second year in a row, the Butler Elementary School has received the additional designation of a School of Recognition for high achievement, high growth, and for exceeding targets. The Burbank School was also recognized as a School of Recognition for high achievement. Only 67 schools in the state received recognition. We extend congratulations and thanks to all Belmont educators for their hard work and dedication in supporting all students, and additional to educators at Butler and Burbank for the special recognition.



This classification is based on accountability indicators that measure the performance of schools and districts. For elementary and middle schools, these include **achievement** in English language arts (ELA), mathematics, and science based on MCAS assessments; **growth** in ELA and mathematics; **progress toward English proficiency** based on the ACCESS that English learners (ELs) take annually, and rates the school and district on the percentage of ELs meeting annual targets to achieve English proficiency in six years; and **chronic absenteeism**, based on the percentage of students in grades 1-12 missing 10% or more days of school.

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	• ELA, math, and science achievement	60%	67.5%
Student growth	• ELA and math SGP	20%	22.5%
Progress toward English proficiency	• Progress made by students toward attaining English language proficiency	10%	--
Additional indicators	• Chronic absenteeism	10%	10%

For high schools there are additional measures. These include **high school completion**, based on the four-year cohort graduation rate, extended engagement rate, and annual dropout rate; and **advanced coursework**

**completion**, based on the percentage of 11<sup>th</sup> and 12<sup>th</sup> grade students achieving a passing grade in at least one advanced course, such as Advanced Placement courses and selected rigorous mathematics and science courses.

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	<ul style="list-style-type: none"> <li>• ELA, math, and science achievement</li> </ul>	40%	47.5%
Student growth	<ul style="list-style-type: none"> <li>• ELA and math SGP</li> </ul>	20%	22.5%
High school completion	<ul style="list-style-type: none"> <li>• Four-year cohort graduation rate</li> <li>• Extended engagement rate</li> <li>• Annual dropout rate</li> </ul>	20%	20%
Progress toward English proficiency	<ul style="list-style-type: none"> <li>• Progress made by students toward attaining English language proficiency</li> </ul>	10%	--
Additional indicators	<ul style="list-style-type: none"> <li>• Chronic absenteeism</li> <li>• Advanced coursework completion</li> </ul>	10%	10%

As noted in these tables from the Department of Elementary and Secondary Education *School Leader's Guide to 2019 Accountability Determinations*, the indicators are weighted with a 3:1 ratio of achievement to growth with English language proficiency and additional indicators weighted as 10% each. Within each indicator, the weighting is evenly distributed across the measures when there is more than one.

Schools and the district are held accountable for improving student performance in each of these measures as part of the **criteria-referenced component** of the accountability system. Based on 2018 data, the Department of Elementary and Secondary Education set improvement targets for each indicator, and improvement is measured both for all students and for the student group consisting of the lowest performing students. These are students who have been enrolled in the district for at least two consecutive years, and whose performance on the 2018 MCAS placed them in the lowest quartile of the school. In grades 3 through 8, where students are tested annually, the school is evaluated based on how the same students performed on the 2019 MCAS and the additional indicators. For the high school, the evaluation is based on improvements of the 2019 lowest performing students as compared to the 2018 lowest performing students. Points are assigned based on whether or not targets were met, as follows:

Points	Label for achievement, high school completion, EL progress, and additional indicators	Label for growth indicators
4	Exceeded target	Exceeded Typical Growth
3	Met target	Typical Growth – High
2	Improved	Typical Growth – Low
1	No change	Low Growth
0	Declined	Very Low Growth

Points are assigned for each measure, weighted by indicator, and converted to a percentage for all students and the lowest performing students. These two percentages are then averaged to determine the **criteria-referenced**

**target percentage** for each school and the district. Schools and districts earning 75% or higher are meeting or exceeding targets; 50-74% are making substantial progress toward targets; 25-49% are making moderate progress toward targets; and 0-24% are making limited or no progress toward targets. Schools and districts receive both an annual criterion-referenced target percentage and a cumulative criterion-referenced target percentage. Last year was the first year of this accountability system, and therefore there was only one year of data. Since this is the second year of this accountability system, the accountability determination is now based on two years of data. For this year, the 2018 annual criterion-referenced target is weighted at 40% and the 2019 annual criterion-referenced target is weighted at 60%. This cumulative criterion-referenced target represents overall progress towards improvement targets.

Here is a summary of the 2019 cumulative criterion-referenced targets for each school and the district:

	Cumulative Criterion-Referenced Target (2018 and 2019)	Overall Classification	Reason for Classification
Belmont (district)	87%	Not requiring assistance or intervention	Meeting or exceeding targets
Burbank Elementary	86%	Not requiring assistance or intervention	Meeting or exceeding targets
Butler Elementary	96%	Not requiring assistance or intervention	Meeting or exceeding targets
Wellington Elementary	77%	Not requiring assistance or intervention	Meeting or exceeding targets
Winn Brook Elementary	81%	Not requiring assistance or intervention	Meeting or exceeding targets
Chenery Middle School	84%	Not requiring assistance or intervention	Meeting or exceeding targets
Belmont High School	85%	Not requiring assistance or intervention	Meeting or exceeding targets

As noted above, districts are measured based on the performance of all students and the lowest performing students as if it were one school. Because some assessments have not yet transitioned to the Next Generation MCAS and therefore cannot be combined, the district’s criterion-referenced target percentage is calculated separately in two categories, high school and non-high school. The two percentages are then combined, weighted based on the number students at each level, to arrive at a district criterion-referenced percentage target. Belmont’s criterion-referenced percentage target information is detailed here:

	All students, non-high school grades	Lowest performing students, non-high school grades	All students (high school grades)	Lowest performing students (high school grades)
Percentage of possible points	95%	82%	92%	86%
Percentage of possible points by gradespan	88%		89%	
	Weight of non-high school results: 69%		Weight of high school results: 31%	
2019 Annual criterion-referenced target percentage	88%			
2018 Annual criterion-referenced target percentage	84%			
<b>Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)</b>	<b>87%</b>			

The accountability determination for our schools also includes a **normative component**, comparing the performance of the students in a school to all other similar schools in the state. Our elementary and middle school are compared to all schools serving grades 3 through 8, and our high school is compared to all schools serving grades 9 through 12. This component, the **accountability percentile**, compares the individual indicators from the 2019 data, ranks them, and assigns a percentile from 1 to 99. Districts are not assigned an accountability percentile.

<b>School</b>	<b>Accountability Percentile</b>
Burbank Elementary School	97
Butler Elementary School	98
Wellington Elementary School	96
Winn Brook Elementary School	93
Chenery Middle School	98
Belmont High School	92

Detailed information of the district and school accountability results are on the Department of Elementary and Secondary Education website in the [accountability section](#) of school and district profiles.

As noted previously, under the new accountability system, Belmont schools and the district have been classified as not requiring assistance or intervention. Overall our students continue to demonstrate strong achievement and growth on the MCAS assessments and our English learners are meeting state targets for achieving proficiency. This is a result of rigorous curricula aligned with state standards and effective instruction. I commend Belmont's educators and leaders for their commitment to providing a high quality education to our students, and acknowledge that we must continue to improve in the areas where students are not yet meeting with the level of achievement and growth that we want for all students.