

# 2022-23 Target Setting

January 3, 2023

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# Every Student Succeeds Act (ESSA)

- Establish state-level ambitious long-term goals and measurements of interim progress for all students and for each student group in the areas of:
  - Academic achievement
  - Graduation rates
  - Progress toward English language proficiency
- For state achievement and graduation rate targets:
  - The length of time given to reach each goal is the same for all students and for each student group
  - For groups that are behind, targets should consider the improvement needed to close gaps
- Targets for schools must be based on the long-term goals established for the state

# Student Opportunity Act (SOA)

- The Commissioner must establish statewide targets for addressing persistent disparities in achievement among student groups:
  - For all students and for each student group
  - Including, but not limited to, subject matter and relevant grade levels
  - Including annual benchmarks for all students and for each student group
- Each district must establish targets for addressing persistent disparities in achievement among student groups consistent with the targets established by DESE
  - Metrics used to measure success must be included in district's 3-year plans

# Student Opportunity Act (SOA)

- DESE will develop standard metrics that may be incorporated in district plans and may include:
  - MCAS results, including student growth
  - ACCESS results
  - Grade-level completion and attendance data
  - Participation in advanced coursework; and
  - Other indicators of district and school climate, diversity and performance

# Challenge – wide variance in achievement losses

		Change in ELA Scaled Score - 2019 to 2022 - School					
	N	25th Percentile	33rd Percentile	Median	Mean	67th Percentile	75th Percentile
Non-HS	1,339	-10.0	-9.0	-7.3	-7.3	-5.5	-4.5
HS	340	-6.8	-5.8	-4.2	-4.0	-2.1	-1.4

# Challenge – not all schools lost ground

	ELA Scaled Score		Math Scaled Score		Science Scaled Score	
	N	Count where change>0	N	Count where change>0	N	Count where change>0
Non-HS	1,339	48	1,339	142	1,071	234
HS	340	57	341	49		

# A Path to Recovery

- Each district/school/student group will have a “full recovery target” reflecting their 2019 scaled scores.
- The amount of the decline between 2019 and 2022 will determine the group's "time to recovery" quartile.
- Groups in the bottom quartiles (largest declines) will have a longer timeline to reach recovery than those with smaller declines in assessment scores.
- Annual targets will be calculated by dividing the difference between full recovery and 2022 scores by the number of years to reach full recovery as determined by the quartile in which each group falls.

# A Path to Recovery – ELA Non-HS Example

25<sup>th</sup> percentile = -10.0 SSP

Median = -7.3 SSP

75<sup>th</sup> percentile = -4.5 SSP

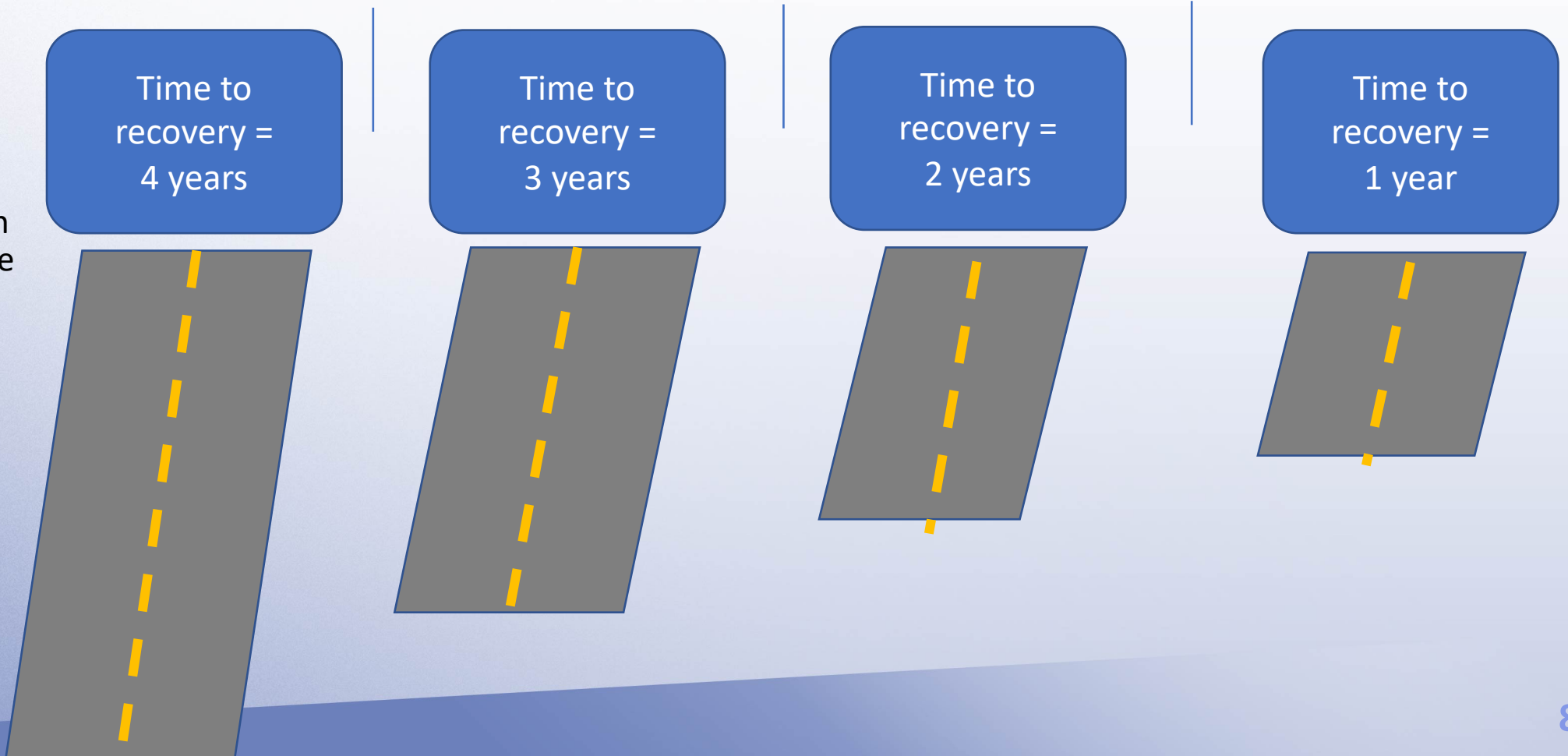
Time to recovery = 4 years

Time to recovery = 3 years

Time to recovery = 2 years

Time to recovery = 1 year

Districts, schools and student groups with the largest declines in MCAS scores will have the longest time for recovery but will still need demonstrate steady growth towards targets.





# A Path to Recovery – ELA Non-HS Example

Annual expected improvement is comparable, even though the schools have different "time to recovery" quartiles.

School	2019 Achievement	2022 Achievement	Change	Full Recovery Target	Quartile	Years to Recovery	2023 Achievement Target
School X	492	483	- 9	492	3	3	486
School Y	487	485	- 2	487	1	1	487

# A Path to Move Forward

- All districts, schools, and student groups are starting from different places in relation to 2019
  - 400 districts, 1,500 schools, 10 student groups, 3 subjects
- Most schools/groups have a mix of “ahead” and “behind” where they were in 2019
- Need a parallel system for a “path forward”
- Once a school/subject/group “recovers” it moves to the path forward and receives targets beyond their full recovery point focused on closing achievement gaps
- Schools would be on two paths at once in order to have continuous improvement expectations for everyone