

## Level 4 Schools Measurable Annual Goals Template - Instructions

### Updated October 5, 2010

***From An Act to Reduce Achievement Gaps: To assess the school across multiple measures of school performance and student success, the turnaround plan shall include Measurable Annual Goals (MAG) including, but not limited to:***

An Act Relative to the Achievement Gap signed into Massachusetts law in January 2010 established a new process and intervention powers for improving the performance of the lowest performing schools—Level 4 schools—as identified under the state's new accountability and assistance framework. The new state law requires that turnaround plans for Level 4 schools and districts include **measurable annual goals** to assess the school across multiple measures of school performance and student success, including but not limited to, thirteen areas specified by law. To assist districts in setting these measurable annual goals, ESE has developed this template which divides the thirteen areas into three categories: student rates, student achievement, and college readiness & school culture. The measurable annual goal areas related to each of the three areas are displayed on three separate sheets in this workbook.

**Step 1.** Select your Level 4 District/School:

**Worcester - Union Hill School (03480240)**

**Step 2.** Select the ending year for your data:

**2012-13**

**Step 3.** Articulate measurable annual goals (specific measures and annual targets) in each of the three categories on the sheets linked to below. Optional: Articulate other measures on the "Other" sheet.

[Student Rates](#)

[Student Achievement](#)

[College Readiness & School Culture](#)

[Other](#)

Please see the specific instructions on each sheet for further guidance.

Additional Sample Measures for the College Readiness & School Culture category can be found using the link below.

[Additional Sample Measures for College Readiness & School Culture](#)

**Questions?** Contact Cliff Chuang in the Office of School Redesign at 781-338-3588 or

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**Level 4 School - Measurable Annual Goals - Student Rates**

**Instructions:** In this category, the measures that are pre-populated (and pre-numbered) are strongly recommended basic measures for which ESE (or the Department of Public Health in the case of the dismissal rate) already collects data from districts. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:		Worcester - Union Hill School (03480240)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
						2009-10	2010-11	2011-12	2012-13
Student Rates  (1) student attendance, dismissal rates, and exclusion rates	A1	AYP student attendance rate	ESE-defined: Attendance rates are calculated by dividing the total number of days all students in a particular group attended school by the total number of days all students were enrolled. The attendance rate required to make AYP in 2009 is 92%, or improvement of at least 1% from 2008.	SIMS	AYP standard: 92% or improvement of at least 1% from the prior year.	93.9	94.8	95.8	96.7
	A2	Truancy rate	ESE-defined: Calculated based on the number of students truant for more than 9 days, divided by the End of the Year (EOY) enrollment (including transfers, dropouts, etc.) for the school year being reported. A student is truant when he or she has an unexcused absence.	SIMS	Decrease of 5 percent per year	57.6	54.7	52	49.4
	A3	Dismissal rate	ESE-recommendation based on Dept. of Public Health-collected data: (total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters)	Department of Public Health	Decrease of 5 percent per year	3.0	2.9	2.7	2.6
	A4	Out of school suspension rate	ESE-defined: The percentage of enrolled students who received one or more out-of-school suspensions.	SIMS	Decrease of 5 percent per year. WPS will recalibrate this measure with Fall 2010 data in December as there is a new principal in the 2010-11 school year.	31.8	30.2	28.7	27.3
(2) student safety and discipline	A5	Number of drug, weapon or violence incidents	ESE-defined: The number incidents involving drugs, violence or criminal incident on school property as collected via the School Safety and Discipline Report (SSDR)	SSDR	Decrease of 5 percent per year	71	67	64	61
(3) student promotion and dropout rates ...	A6	Student retention rate (decrease)	ESE-defined: The percentage of enrolled students who were repeating the grade in which they were enrolled the previous year (SIMS data as of Oct. 1)	SIMS	Decrease of 5 percent per year	1.9	1.8	1.7	1.6

## Level 4 School - Measurable Annual Goals - Student Achievement

**Instructions:** In this category, measures B1 through B4 are **required** as Level 4 exit criteria and minimum targets will be provided by ESE in separate guidance. Please insert rows for additional district-defined measures of achievement or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:		Worcester - Union Hill School (03480240)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
						2009-10	2010-11	2011-12	2012-13
(3) [continued] graduation rates	B1a^	4-year graduation rate OR	N/A Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
	B1b^	5-year graduation rate	N/A Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
(4) student achievement on the Massachusetts Comprehensive Assessment System;	B2a^	Composite Performance Index (CPI): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	57.0	59.0	63.7	68.4
	B2b^	Composite Performance Index (CPI): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	56.9	58.4	63.2	67.9
	B2c^	Composite Performance Index (CPI): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	51.3	53.6	58.9	64.1
	B2d^	Composite Performance Index (CPI): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	51.0	53.5	58.7	64.0
(5) progress in areas of academic underperformance;	B3a^	Percentage of students scoring Warning / Failing on MCAS: ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	32%	32%	27%	22%
	B3b^	Percentage of students scoring Warning / Failing on MCAS: ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	32%	32%	27%	23%
	B3c^	Percentage of students scoring <i>Warning / Failing</i> on MCAS: Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	40%	38%	32%	25%
(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education;	B3d^	Percentage of students scoring <i>Warning / Failing</i> on MCAS: Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	41%	38%	32%	25%
	B4a^	Median Student Growth Percentile (SGP): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	40.0	50.0	50.0	50.0
	B4b^	Median Student Growth Percentile (SGP): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	40.0	50.0	50.0	50.0
	B4c^	Median Student Growth Percentile (SGP): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	54.0	50.0	50.0	50.0
(7) reduction of achievement gaps among different groups of students	B4d^	Median Student Growth Percentile (SGP): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	53.0	50.0	50.0	50.0
	B5	Annual Measurable Achievement Objective (AMAO) targets for MEPA	TBD by ESE in Late 2010	MEPA	TBD by ESE in Late 2010				
		TBD by LEA	TBD by LEA	TBD by LEA	TBD by LEA				
		TBD by LEA	TBD by LEA	TBD by LEA	TBD by LEA				

^ These metrics are defined as criteria for removal of a school from Level 4 in 603 CMR 2.00.

\* High needs students are one or more of the following: limited English proficient; formerly limited English proficient; special education; or eligible for free/reduced price lunch.

## Level 4 School - Measurable Annual Goals - College Readiness and School Culture

**Instructions:** In this category, the measures that are pre-populated are strongly recommended measures for which ESE will be required to collect data in the next school year to comply with federal requirements. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year. Additional sample measures for this category are available using the link to the right.

[Link to Additional Sample Measures](#)

District/School:		Worcester - Union Hill School (03480240)								
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal	
						2009-10	2010-11	2011-12	2012-13	
College Readiness and School Culture	TBD by LEA	Student performance across multiple subjects	LEA defined: The percentage of students who are proficient or above on the Grade 5 MCAS in ELA, Mathematics <u>and</u> Science	MCAS	5 percent annual increase	5.8	6.1	6.4	6.7	
	TBD by LEA	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	TBD by ESE in Late 2010	SIMS starting 2010-11	TBD by LEA	N/A	N/A	N/A	N/A	
	TBD by LEA	Reading at home	LEA-defined: The percentage of enrolled students who report reading at home texts not required for school	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%	
	(10) parent and family engagement	TBD by LEA	Parental engagement	LEA-defined: The percentage of parents/guardians reporting meaningful opportunities to engage with and/or contribute to the school.	LEA parent survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
		TBD by LEA	Parental understanding of school turnaround efforts	LEA-defined: The percentage of parents reporting an understanding of the school's turnaround efforts and the targets to which the school is striving.	LEA parent survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	(11) building a culture of academic success among students	TBD by LEA	Mean score on student engagement index.	LEA-defined: The mean Student Engagement score as measured by a battery of student survey items assessing the degree to which students are academically engaged.	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
		TBD by LEA	Support for academic success	LEA-defined: The percentage of faculty, students, and parents agreeing that the school supports the academic success of students as measured by survey items administered to faculty, students and parents.	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	(12) building a culture of student support and success among school faculty and staff	TBD by LEA	Distribution of teachers by performance level on an LEA's teacher evaluation system	TBD by ESE in Late 2010	EPIMS starting 2010-11	TBD by LEA	N/A	N/A	N/A	N/A
		TBD by LEA	Teacher Attendance Rate	LEA defined: Days present divided by total school days	LEA personnel records	sustain	98.6	98.6	98.6	98.6
	(13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable	TBD by LEA	Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Grade level benchmarks	LEA-defined: The percentage of all students in grades K-1 reaching grade level benchmarks on DIBELS	LEA assessment files	5 percent annual increase.	22.5	23.6	24.8	26
		TBD by LEA	Developmental Reading Assessment (DRA): End-of-year targets	LEA-defined: The percentage of K-3 students reaching the end of year target for their grade level on the Developmental Reading Assessment by the spring test administration.	LEA assessment files	5 percent annual increase.	37.4	39.3	41.2	43.3