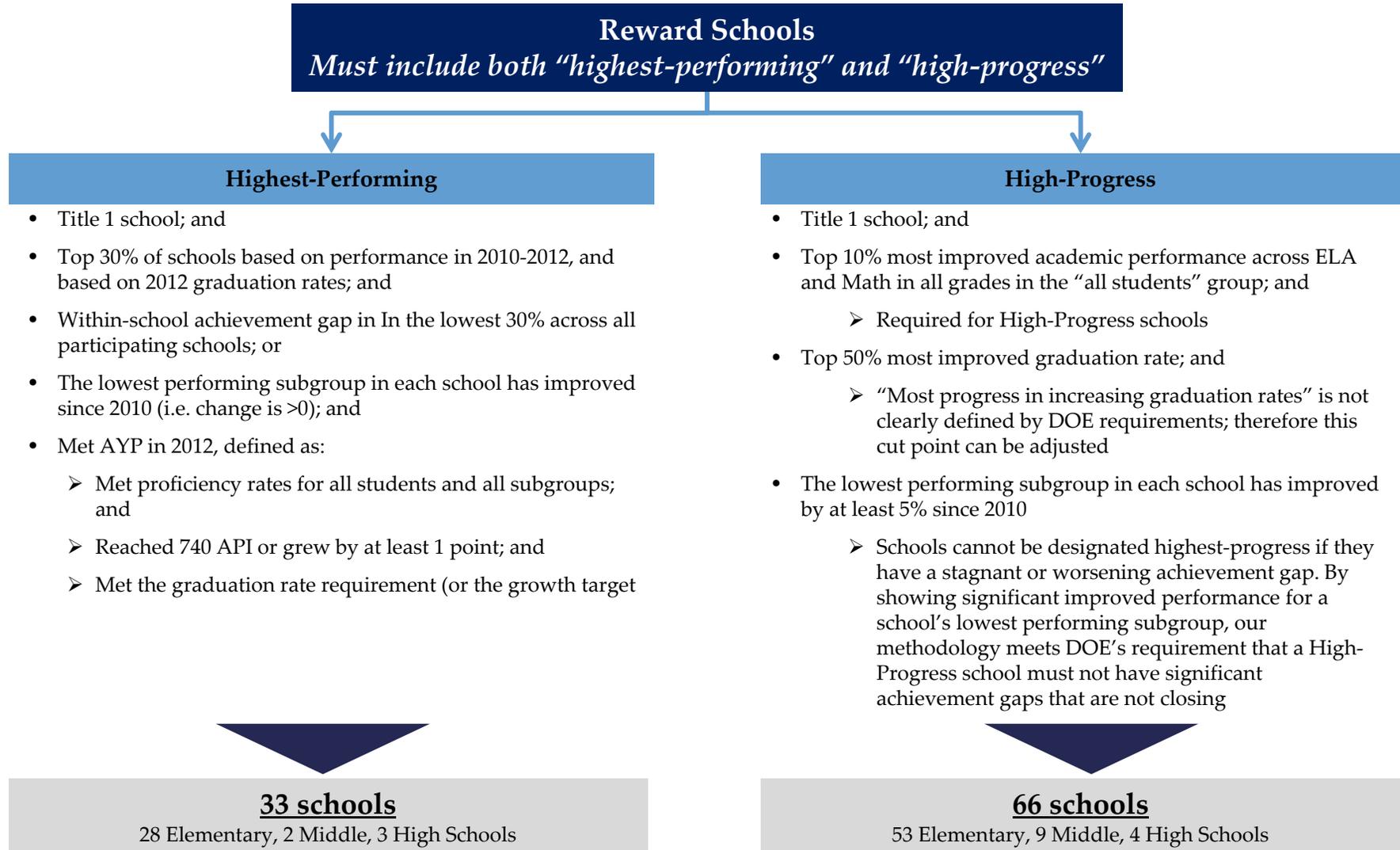# School Designation Methodology

Fall 2013

Priority schools have the most stringent required interventions; Reward schools recognize both high progress and highest-performing schools

	Reward Schools *Highest Performing*	Reward Schools *High-Progress*	Focus Schools	Priority Schools
	At least 10% of Title 1 schools		At least 10% of Title 1 schools	At least 5% of Title 1 schools
USED Description	Highest-Performing Schools: • Are among schools with the highest absolute performance over a number of years for the "all student" groups and all subgroups • At the high school level, must have the highest graduation rates • Must be making AYP for "all students" and all subgroups • Cannot have significant achievement gaps that are not closing	High-Progress Reward Schools: • Are among the top 10% of CORE schools in improving performance over a number of years • Cannot have significant achievement gaps that are not closing	Focus Schools must include: • Any high schools with <60% graduation rates not designated a Priority School • Title 1 schools with the largest within-school achievement gaps in performance or graduation rates • A Title 1 school with at least 1 low performing subgroup over a number of years	A Priority School must be <u>one</u> of the following: • A currently-served Title 1 and non-Title 1 SIG School • Title 1 eligible or participating school with <60% graduation over a number of years • Among the lowest 5% of schools in CORE based on student achievement in the "all students" group
USED Required Interventions or Rewards	• Rewards identified by CORE and participating districts	• Rewards identified by CORE and participating districts	• Focus Schools must engage in LEA and school-determined targeted interventions based on the specific needs of each Focus School	• Priority Schools <u>must apply the 7 turnaround principles for at least 3 years</u> as outlined in USED's ESEA Flexibility Application

Source: U.S. Department of Education

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Reward Schools are comprised of both high-performing and high-progress; our definition closely follows the requirements of the waiver

Reward Schools
Must include both "highest-performing" and "high-progress"

Highest-Performing

- Title 1 school; and
- Top 30% of schools based on performance in 2010-2012, and based on 2012 graduation rates; and
- Within-school achievement gap in In the lowest 30% across all participating schools; or
- The lowest performing subgroup in each school has improved since 2010 (i.e. change is >0); and
- Met AYP in 2012, defined as:
  - ➤ Met proficiency rates for all students and all subgroups; and
  - ➤ Reached 740 API or grew by at least 1 point; and
  - ➤ Met the graduation rate requirement (or the growth target

33 schools
28 Elementary, 2 Middle, 3 High Schools

High-Progress

- Title 1 school; and
- Top 10% most improved academic performance across ELA and Math in all grades in the "all students" group; and
  - ➤ Required for High-Progress schools
- Top 50% most improved graduation rate; and
  - ➤ "Most progress in increasing graduation rates" is not clearly defined by DOE requirements; therefore this cut point can be adjusted
- The lowest performing subgroup in each school has improved by at least 5% since 2010
  - ➤ Schools cannot be designated highest-progress if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets DOE's requirement that a High-Progress school must not have significant achievement gaps that are not closing

66 schools
53 Elementary, 9 Middle, 4 High Schools

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Note: If a school meets criteria for both highest-performing and high-progress, they are included only in the highest-performing list

The overall lowest performing schools and SIG schools are designated as priority. Schools with large, persistent achievement gaps are designated as focus

1

Priority Schools

2

Focus schools
(Schools not already designated priority)

SIG	• **42** Tier I or Tier II SIG Schools *(includes 4 non-Title I)*

Graduation Rate	• **0** schools with a graduation rate of < 60%

Performance	• **12** schools in the lowest 5% of based upon <u>proficiency rates of the "all students" group</u> (Lowest 5% for 2012, 2011; lowest 10% for 2010)

Achievement Gap	• **Schools ranked by Achievement Gap** • **12** schools in the lowest 5% of based upon their <u>achievement gap</u> (lowest 5% for 2012, 2011, and 2010)

Graduation Rate	• **4 incremental** schools have a graduation rate of <60% for last 3 years

Subgroup Performance	• 103 schools with subgroups at <u>less than 20% average proficiency</u> on math and ELA assessments and <u>less than 5 percentage points of improvement over 3 years</u>

Excludes all
- Credit recovery programs
- Independent study schools
- Schools for students with severe disabilities
- Early education programs

5% (49 schools) are required to be listed as priority

42 + 12 + 4= 58 Schools
H: 23 M: 16 E: 19

10% (99 schools) are required to be listed as focus

0 + 12 + 103 = 115 Schools
H: 32 M: 21 E: 62

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School Designation Detailed Methodology

Reward

Identify the "highest-performing schools" and "high-progress schools" based in all-students group over a number of years to recognize achievement and mentor lower-performing schools

Highest-performing (Title I schools):

- Top 30% of schools based on average ELA and Math performance of the all students group (percent proficient and above) in each of the years 2010 through 2012 and on 2012 graduation rates (for schools with graduation rate data); and
- Within-school achievement gap (as defined in focus schools section) in the lowest 30% across all participating schools for 2012; or
- The lowest performing subgroup in each school has improved from 2010 to 2012 (i.e. change is >0); and
- Met CA AYP in 2012, defined as the following, per AYP guidelines:
  - Met proficiency rates for all students and all subgroups; and
  - Reached 740 API or grew by at least 1 point; and
  - Met the graduation rate requirement (or the growth target)

High-progress (Title I schools):

- Top 10% most improved academic performance from 2010 to 2012 across average ELA and Math in all grades in the "all students" group (percent proficient and above) and
- Top 50% most improved graduation rate from 2010 to 2012; and
- The lowest performing subgroup in each school has improved by at least 5% from 2010 to 2012
  - Schools cannot be designated highest-progress if they have a stagnant or worsening achievement gap. By showing significant improved performance for a school's lowest performing subgroup, our methodology meets USED's requirement that a High-Progress school must not have significant achievement gaps that are not closing

Before finalization, superintendents were asked to review lists and identify schools that should be excluded (e.g., credit recovery programs, independent study schools, schools for students with severe disabilities, early education programs)

Note: All relative calculations (e.g., bottom 5%) include Clovis schools, though these schools were removed from designation lists when Clovis withdrew from the waiver

School Designation Detailed Methodology

Priority	Focus	Did Not Meet AMO
Identify lowest-performing schools based on all-students group for partnership with a Reward or high-performing school	**Identify schools with "within-school-gaps" and "low-achieving-subgroups" over a number of years to enter communities of practice designed to improve performance of lowest-achieving subgroups**	**Identifies schools that do not meet their annual CA API growth or graduation rate target and are in the bottom 30% of the CA API scores among CORE waiver districts to enter communities of practice**

Priority

- *Includes Tier I or Tier II SIG schools (includes 4 non-Title I)*
- *Includes Title I schools in the lowest 5% of proficiency based upon average ELA and Math proficiency rates (proficient and above) of the "all students" group (Lowest 5% for 2012, 2011; lowest 10% for 2010)*
- *Includes Title I schools with graduation rate of <60% for each of the last 3 years*

Focus

- *Within-School Achievement Gap: includes Title I schools in the lowest 5% of based upon their achievement gap (lowest 5% for 2012, 2011, and 2010)*
  - *Achievement gap determined by subtracting the minimum subgroup performance from the maximum subgroup performance*
  - *Subgroup performance defined as the average ELA and Math percent proficient or above in each year*
  - *Includes all subgroups with performance information in the AYP datasets*
- *Low-Achieving Subgroup: includes Title I schools with subgroups with less than 20% average proficiency on Math and ELA assessments in 2012 and less than 5 percentage points of improvement from 2010-2012*
  - *Includes all subgroups with performance information in the AYP datasets*

Did Not Meet AMO

- *Includes Title I schools that:*
  - *Do not meet their annual CA API growth target in 2012 OR*
  - *Do not meet their CA graduation rate target in 2012 AND*
  - *Are in the bottom 30% of the CA API scores for 2012 among participating schools in CORE waiver districts*
- *This metric will change in measurement until the full AMO goal is in effect in 2016-17, as detailed on page 152 of the application*

Before finalization, superintendents were asked to review lists and identify schools that should be excluded (e.g., credit recovery programs, independent study schools, schools for students with severe disabilities, early education programs)

Note: All relative calculations (e.g., bottom 5%) include Clovis schools, though these schools were removed from designation lists when Clovis withdrew from the waiver