

SPA Update

October 13, 2009

Identifying Low-Performing Schools for Required Action

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Required Action: Overview of Criteria

- **Low student performance**
- **In both reading and math**
- **Over a 4-year period of time**
- **Across multiple grade levels**
(for districts)
- **Improvement worse than state**

Initial Identification

1st Step: Identify bottom quartile (lowest 25%) of schools based on the percentage of “all students” meeting standard in both reading and math in each of the past 4 years.

- Use distance from AYP “uniform bar” as the metric
- Separate results for 4 grade bands: elem, middle, high, multiple
- Those in bottom quartile of their grade band in both subjects in each of the past 4 years move to 2nd step

Some will not be Title I schools or be in School Improvement due to their small size.

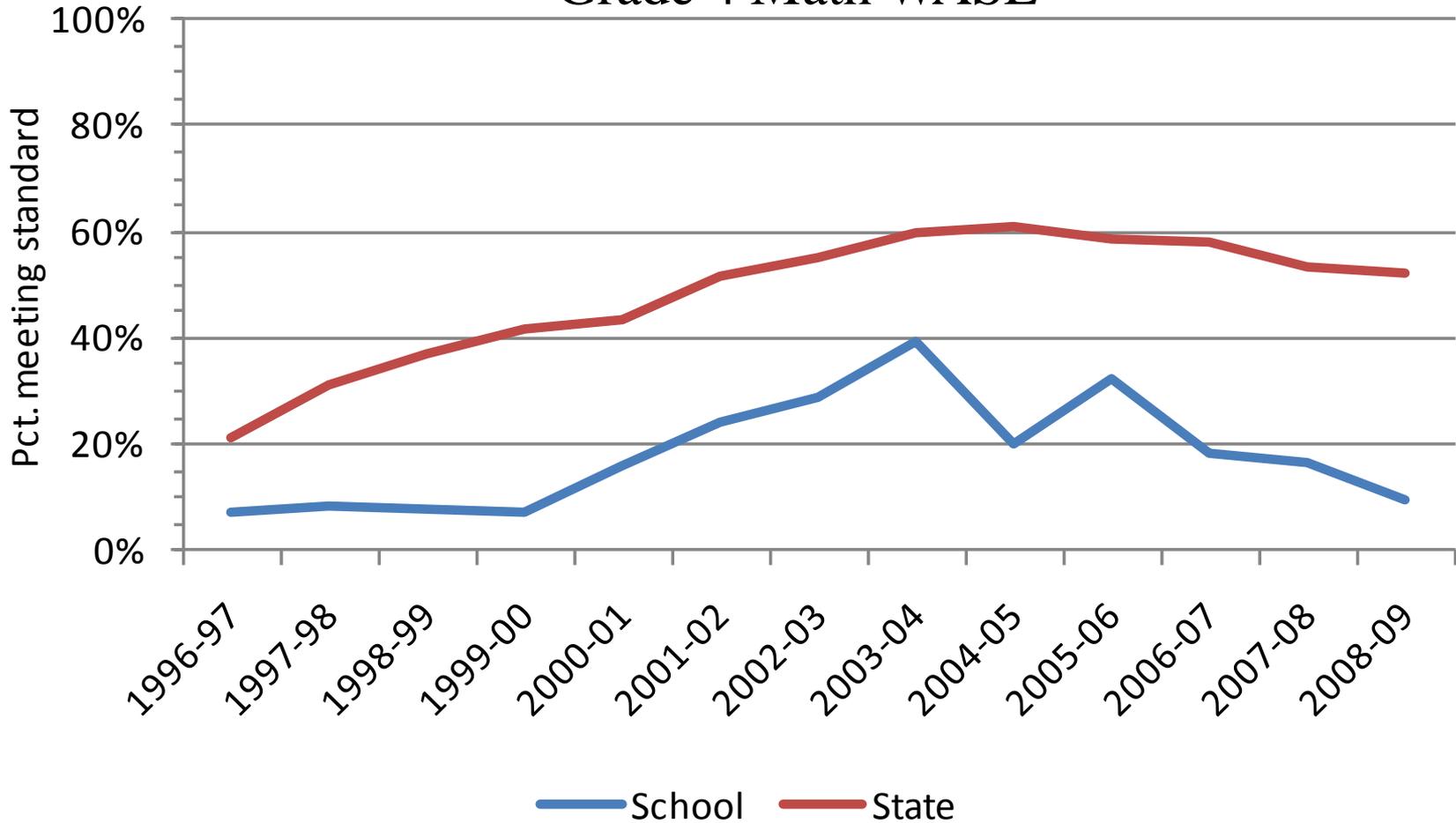
Deeper Analysis

2nd Step: Deeper analysis to ensure they are *truly in need*

- **Contextual data:** School type, changes in student populations
- **Other assessment trends:** Subgroups, achievement gaps, WLPT, improvement taking place over time in relation to state trend
- **Teaching and learning issues:** Staff characteristics and turnover, classroom conditions, curricula alignment, ELL program models and exit rates, extended learning opportunities, community involvement
- **Other data:** Participation & unexcused absences rates, dropout rates for subgroups, perception results, resources made available, results of reviews by external parties
- **Cells of Accountability matrix:** Peers ratings, overall column average, gap between the two income groups

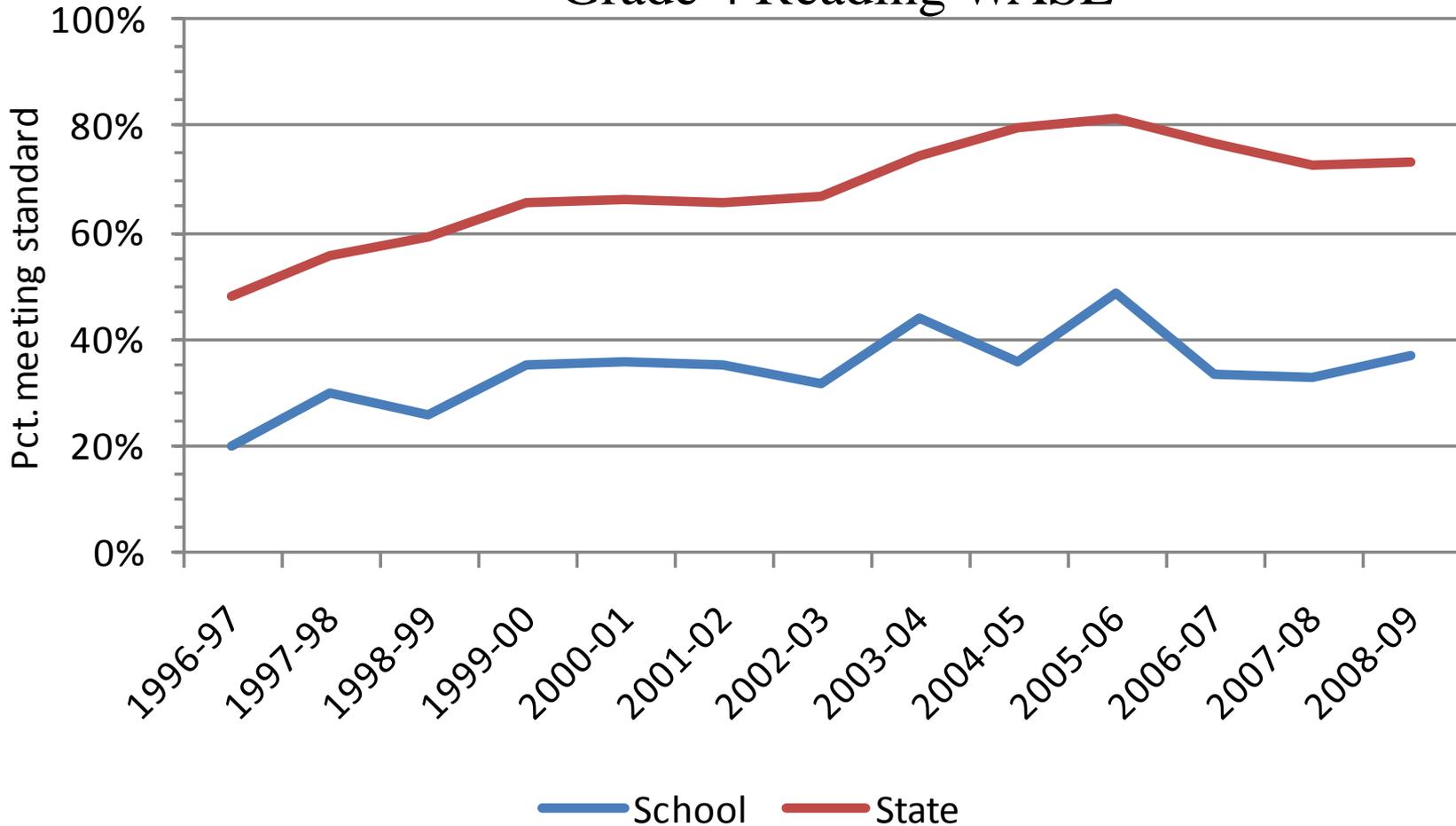
Example of Low Performing School

Grade 4 Math WASL



Example of Low Performing School

Grade 4 Reading WASL



Voluntary vs. Required Action

Priority Districts (Voluntary Action)

- Those identified after 2nd step; based 4 years of results
- Those *committed to change with capacity to benefit* are offered assistance
- All have 2 years to show more improvement (at least a 15% reduction in those not meeting standard in both reading and math)

If required improvement is not made, school moves to Academic Watch (Required Action)

- Reserved for schools that have low performance and have shown little improvement over a 6-years period (less than 25% reduction in both subjects)
- Can go directly to Academic Watch based on 6 years of data (low achievement plus little improvement in both subjects)
- Establish goal of 25% reduction in three years in both reading and math, try to build capacity to continue improvement into the future

Identification Issues to Resolve

- How should we treat alternative schools?
- Should we include graduation rate somehow?
- Should the number of students in a school be part of the identification criteria?
- Should we pick districts based on the proportion of students in schools that are in the bottom quartile?
- If absolute performance is very low, what kind of improvement should be needed compared to the state trend?
- What is the best way to distribute support across Tiers I, II, and III?
- Who will do deeper analysis?
- How can the deeper analysis be made objective, quantifiable, and fair?