

Beginning with the 2012-13 school year, seventy-seven (77) schools will comprise the State's list of "priority schools." In addition to forty (40) schools implementing a school intervention model under the School Improvement Grant (SIG) program, North Carolina has identified thirty-seven (37) schools as being among the lowest-performing schools in the State according to the following Priority School Methodology. Note that all of the following definitions are aligned to federally approved definitions for consistently lowest achieving schools.

Priority School Methodology

Title I schools with "proficiency score-R/M" below 50% in the previous year and one of the two prior years

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Title I participating or eligible (non-participating) high schools with graduation rate below 60% in previous year and one of the two prior years

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SIG Schools

NOTES AND DEFINITIONS

A. Lack of Progress

NC is defining lack of progress as a school that 1) had a proficiency score-R/M below 50% in the previous year, AND who 2) had a proficiency score-R/M below 50% in one of the two prior years for the "all students" subgroup. (e.g., less than 50% in 2010-11 and less than 50% in either 2009-10 or 2008-09).

B. Graduation Rate Lower Than 60% Over A Number Of Years

A school that 1) had a graduation rate of less than 60% in the previous year AND who had a graduation rate less than 60% in one of the prior two years for the "all students" subgroup. (e.g., less than 60% in 2010-11 and less than 60% in either 2009-10 or 2008-09).

C. High Schools

A high school is any school that:

- graduates students, or
- has any of the following grades: 9-13

D. Number of Years

When determining whether a school has made progress or increased its proficiency score-R/M and/or graduation rate over a number of years, NC considers the last three years of data for a school. To be identified as making lack of progress, schools must fall under the necessary criteria for the previous year, and one of the two prior years.

E. Proficiency Score – R/M

For the definition of Priority Schools, North Carolina created a composite of English/language arts and mathematics assessments, to be known as the Proficiency Score – R/M.

F. Included All Active Schools

In the analysis to determine the Priority Schools, all active schools in North Carolina in 2011-12 were considered. This includes charter schools, alternative, and special schools. A school is

considered active if its operational status is new or open in the Educational Directory and Demographical Information Exchange (EDDIE) system. There were 2,578 active schools in the 2011-12 school year.

G. Included Assessments

The assessments used in determining each school's Proficiency Score – R/M include the State's assessments in English/language arts and mathematics, and they include the State's general assessments, alternate assessments based on alternate academic achievement standards, and alternate assessments based on modified academic achievement standards in those subjects.

Specific assessments used include:

- End-of-Grade Reading, Grades 3-8
- End-of-Grade Math, Grades 3-8
- Grade 10 Math*
- Grade 10 English*

*For Grade 10 Math and English, banked student scores are used during the calculation. For mathematics, Algebra I scores of current 10th graders are used, including the scores of those 10th graders who have taken Algebra I prior to 10th grade (i.e., "banked" scores). For Grade 10 English, scores are based on students who are proficient in both English I and the Grade 10 Writing Assessment. NC used the English I scores of current 10th graders; including the "banked" English I scores of those 10th graders who have taken English I prior to 10th grade.

Note: In counting the total number of students who are proficient and the total number of students assessed, include the number of proficient students with disabilities who have taken an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who have taken an alternate assessment. For this calculation, NC included all schools, including alternative, charter and special schools.

H. Minimum Number of Students

For the proficiency score-R/M to be considered the subgroup must have a minimum of 80 assessments taken when adding reading and math denominators. For the graduation rate to be considered the subgroup must have a minimum of 40 students in the graduation denominator.

I. Among the Lowest 5%

Any time the definition calls for identifying Title I schools among the lowest 5% of all Title I schools, NC selected Title I schools among the lowest 5% of all Title I schools in the 2010-11 school year, which was a total of 1,296. 5% is 65 schools.

J. Title I Schools

Any time the definition calls for identifying Title I schools, NC selected schools that were served with Title I funds in the 2010-11 and 2011-12 school years. Any time the definition calls for identifying Title I eligible but not served schools, NC selected schools that were eligible but not served in 2010-11, regardless of the Title I status in 2011-12.

STEPS FOR DETERMINING THE PRIORITY SCHOOLS IN NORTH CAROLINA

A. Calculate the Proficiency Score-R/M

Step 1: Calculate the total number of proficient students in the “all students” group in English/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the “all students” group in mathematics by adding the number of proficient students in each grade tested in the school.

Step 2: Add the total number of proficient students in English/language arts and mathematics. **This is the Numerator.**

Step 3: Calculate the total number of students in the “all students” group in the school who have taken the State’s English/language arts assessment and the total number of students in the “all students” group who have taken the State’s mathematics assessment.

Step 4: Add the total number of students in the “all students” group in the school who have taken the State’s English/language arts assessment and the total number of students in the “all students” group who have taken the State’s mathematics assessment. **This is the Denominator.**

Step 5: Divide the numerator (step 2) by the denominator (step 4) and multiply by 100 to determine the percent proficient in English/language arts and mathematics in the school. This is called the proficiency score-R/M for a school. Calculate this for all schools.

B. Determine Title I Schools Among the Lowest 5% of all Title I Schools

Step 6: From the list of active schools mentioned in Note F, select all schools that are Title I schools in 2010-11 and 2011-12. (1230 schools)

Step 7: Select the schools from Step 6 who have demonstrated a “lack of progress” in performance (i.e., those that have a proficiency score-R/M of less than 50% for the previous year and at least one of the two prior years). (35 schools)

Step 8: Rank the list of schools from Step 7 from lowest to highest using the proficiency score-R/M for the most recent year. (35 schools)

Step 9: From the schools selected in Step 8, choose the top 65 schools where 65 is the 5% of the number of Title I schools in 2010-11 mentioned in Note I. (35 schools)

C. Determine the Title I Served High Schools with Graduation Rates Less than 60%

Step 10: Using the schools selected in Step 6, identify all Title I high schools with a graduation rate less than 60% for the most recent year, and less than 60% at least one of the two previous years. (For example, in 2010-11 X school had a graduation rate of 50%. In 2009-10, the graduation rate was 65%, and in 2008-09, the graduation rate was 59%). (9 schools)

D. Determine the High Schools Eligible for but Not Receiving Title I Funds with Graduation Rates Less than 60%

Step 11: From the list of active schools mentioned in Note F identify all high schools that are eligible for but do not receive Title I funds. (366 schools)

Step 12: Using the schools selected in Step 11, identify all high schools with a graduation rate less than 60% for the most recent year, and less than 60% at least one of the two previous years. (For example, in 2010-11 X school had a graduation rate of 50%. In 2009-10, the graduation rate was 65%, and in 2008-09, the graduation rate was 59%). (14 schools)

E. Determine the Schools Implementing a SIG Model for 2010-11 and 2011-12.

Step 13: Identify the schools implementing a SIG model for 2010-11 and 2011-12 (41 schools. 40 active in 2011-12)

F. Compile the List of Priority Schools

Step 14: Create an unduplicated list of the schools identified in steps 9, 10, 12, and 13. These are the **Priority Schools** in NC for 2012-13 based on 2010-11 data. (77 schools)