Minnesota Department of Education

Minnesota Persistently Lowest Achieving Schools Definition

The Minnesota Department of Education (MDE) is required to identify persistently low achieving schools across the state of Minnesota based on criteria set forth by the U.S. Department of Education (USDE) under the School Improvement Grant (1003(g)), Race to the Top (RTTT), and State Fiscal Stabilization (SFSF) program. Minnesota schools were divided into two Tiers:

Minnesota Tier I Schools:

All Title I Funded School with any In Need of Improvement status (school choice, supplemental services, corrective action or restructuring) that:

- Is among the lowest-achieving five percent of Title I served elementary schools in improvement, corrective action, or restructuring based on low proficiency and growth.
- Is among the lowest-achieving five percent of Title I served secondary schools in improvement, corrective action, or restructuring based on low proficiency and growth.
- Is a Title I served secondary school serving seniors that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over three years.

Tier I schools were separated into groups of elementary and secondary schools based on statutory definitions. This analysis identified three groups of persistently low performing schools. It includes elementary and secondary schools found to be in the bottom five percent of proficiency and growth. It also includes secondary schools with low graduation rates.

Minnesota Tier II Schools:

Any Title I eligible secondary school but not served that —

- Is among the lowest-achieving five percent of Title I eligible secondary schools based on proficiency and growth
- Is a Title I eligible secondary school serving seniors that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

Tier II only included secondary schools that were Title I eligible but not served. This analysis identified schools found to be in the bottom five percent of proficiency and growth. No secondary schools that are Title I eligible but not served were found to have persistently low graduation rates. Evaluation criteria for the as persistently low performing schools are described below.

Both tiers were evaluated in the areas of academic performance and graduation rates to identify those that are persistently low achieving.

Tier I Schools:

All Title I Funded Schools with any In Need of Improvement status (school choice, supplemental services, corrective action or restructuring) were divided into to three groups:

- Title I funded Elementary schools.
- Title I funded Secondary schools.
- Title I funded Secondary schools with Graduation Rates under 60 percent

Minn. Stat. 1269C.10 defines secondary schools as serving any combination of grades 7-12. All other schools are classified as elementary schools. Elementary and secondary schools were evaluated separately in reading and math to identify the bottom five percent in each group across the state based on proficiency and growth. Secondary Title I funded schools that serve seniors were additionally evaluated to identify a group of schools with consistently low graduation rates. The criteria used to evaluate proficiency, growth, and graduation are described below.

Low Proficiency

- Calculate an annual combined proficiency rate for each school year from 2006-07, 2007-08, and 2008-09 by averaging the percent proficient in both reading and mathematics.
- Average the three annual combined proficiency rates to determine a single cumulative average proficiency rate across all three analysis years.
- Rank order the schools in each group based on the single average cumulative proficiency rate.
- Identify the bottom ten percent of elementary and the bottom ten percent of secondary schools based on their single cumulative average proficiency rate.

Low Growth on the Minnesota State Growth Model

- Elementary and Secondary schools found to be in the bottom ten percent of proficiency in reading and mathematics are further evaluated for growth using the Minnesota Growth Model. To be included in the criteria schools must have growth rates in reading and mathematics within the same year and a growth rating in reading in at least one other year.

- Growth ratings from up to three years are averaged to determine a combined "on track" growth rate for schools based on students who are likely to gain or maintain proficiency. Students are considered to be "on track" if they are not proficient but making high growth or proficient but making medium or high growth. (see graphic on page 5)
- Schools in each group are rank ordered based on the "on track" growth rate.
- Identify the bottom 50 percent of elementary schools and the bottom 50 percent of secondary schools on each rank ordered list.

Graduation Rates under 60 percent:

- According the state definition of secondary schools not all serve grade 12. Those that have seniors were additionally evaluated to determine if they have three or more years of graduation rates under 60 percent.
- The graduation rate metric used is the four year on-time Exclusion Adjusted Cohort Graduation Indicator aligned to NGA methodology.

Tier II Schools:

Minnesota has many secondary schools that are eligible for Title I but not served. This second tier of schools was evaluated for low proficiency and growth applying the same criteria used for Tier I secondary schools.

Low Proficiency in Reading and Math

- Calculate an annual combined proficiency rate for each school year from 2006-07, 2007-08, and 2008-09 by averaging the percent proficient in both reading and math.
- Average the three annual combined proficiency rates to determine a single cumulative average proficiency rate across all three analysis years.
- Rank order the schools in each group based on the single average cumulative proficiency rate.
- Identify the bottom ten percent of secondary schools based on their single cumulative average proficiency rate.

Low Growth on the Minnesota State Growth Model

- Schools found to be in the bottom ten percent of proficiency in reading and math are further evaluated for growth using the Minnesota Growth Model. They must have growth rates in reading and math within the same year and a growth rating in reading in at least one other year.

- Growth ratings from up to three years are averaged to determine a combined "on track" growth rate for schools based on students who are likely to gain or maintain proficiency using the Minnesota Growth Model. Students are considered to be "on track" if they are not proficient but making high growth or proficient but making medium or high growth. (see graphic on page 5)
- Schools in each group are rank ordered based on the "on track" growth rate.
- Identify the bottom 50 percent of secondary schools on the rank ordered list.

Graduation Rates under 60 percent

According the state definition of secondary schools not all serve grade 12. Those that have seniors were additionally evaluated to determine if they have three or more years of graduation rates under 60 percent.

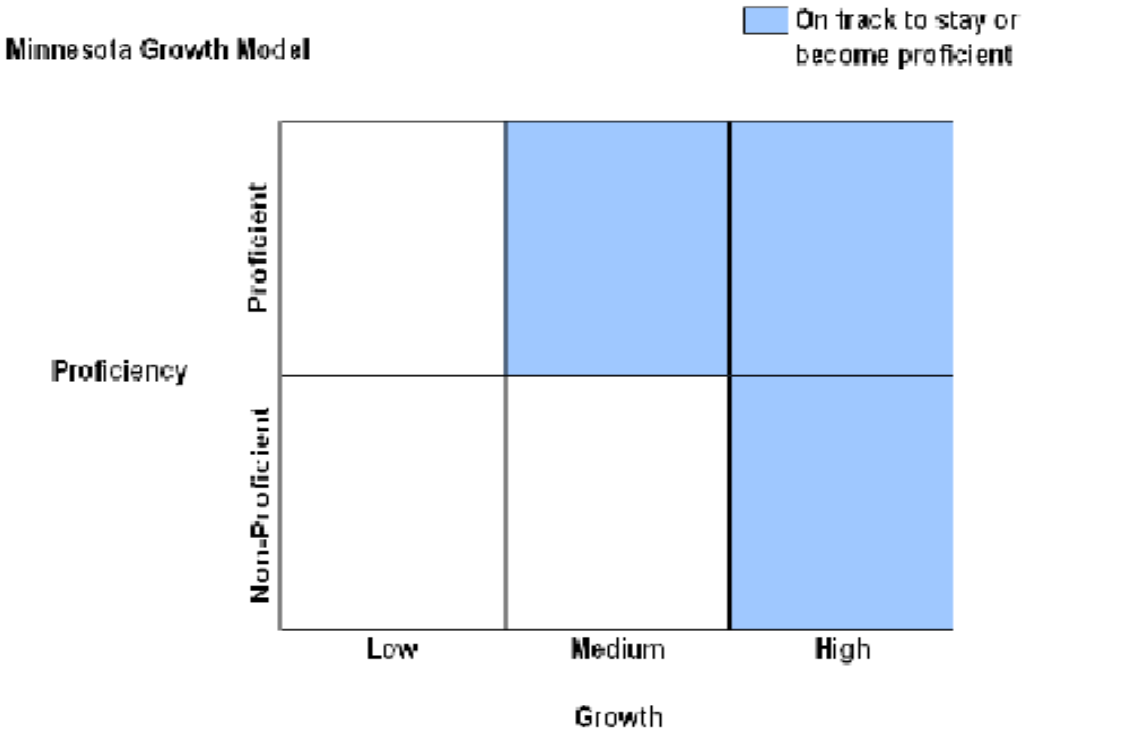
The graduation rate metric used is the 4 year on-time Exclusion Adjusted Cohort Graduation Indicator aligned to NGA methodology.

Minnesota Growth Model

Students in the shaded boxes are making the progress necessary to stay or become proficient

MINNESOTA RACE TO THE TOP

ILLUSTRATIVE



Minnesota Growth Model

What is growth? The Minnesota Growth Model identifies the percentage of students in each school and district making growth when compared to prior year performance. Students can make low, medium or high amounts of growth. These determinations are based on "expected rates" of improvement using performance data from over 60,000 students' on state assessments at each of the tested grade levels. Growth Targets developed with four years of statewide assessment data from 2006 to 2009. Students making sufficient growth are considered "on track" for becoming or maintain proficiency.

How is on-track defined? In addition to the low, medium or high growth designation, the model also considers if a student was proficient the prior year. These two values, growth level and prior year proficiency, are summarized by subject to determine the six Growth Component Percentages in reading and math as shown in the figure on page 4.

Non-proficient students are considered on-track to becoming proficient if they are making high growth. It is very likely that these students will become proficient the following year if they continue to improve at their current rate.

Students who are already proficient are likely to maintain their proficiency if they are making medium or high growth assuming they also continue to progress at the same rates. Proficient students are considered on-track if they are making high or medium growth.

Are results provided at the student level? While growth results are only published for grades, schools and districts they are based on a comparison of individual student's current year math or reading scores to their prior year scores. Using this comparison a designation of a Low, Medium, or High Growth Level is assigned to each student's current year records in math and reading. Student growth and assessment records are used to determine school and district percentages.

How do we use the results? Minnesota uses this information to evaluate how well schools are preparing students. Results are used to identify what percentage of students in a given school or grade level is on track to becoming or maintaining proficiency in reading and mathematics. Data are disaggregated by race, ethnicity and gender or can be combined to provide results at the grade, school or district.

Minnesota Persistently Lowest Achieving School

School	LEA	AYP Status	Average Math/Reading Proficiency* 2007	2008	2009	Growth** % "On track"	Graduation Rate*** 2005-2006	2006-2007	2007-2008
Bottom 5% of Elementary Schools Receiving Title I funding in relevant AYP status									
BETHUNE ELEMENTARY	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - Implementing School Choice	44.45	33.90	19.50	19.65			
CITYVIEW PAM MAGNET	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - School is Restructured	27.65	23.45	21.05	24.33			
HMONG INTERNATIONAL ACADEMY	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - Implementing School Choice	0.00	26.05	26.30	35.15			
LUCY LANEY @ CLEVELAND PARK ELEM.	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - Implementing School Choice	0.00	16.10	21.10	25.13			
MAXFIELD MAGNET ELEMENTARY	ST. PAUL PUBLIC SCHOOL DISTRICT	Title I in 2010 - Implementing Supplemental Services	28.05	29.15	29.45	31.70			
NEW SPIRIT PRIMARY SCHOOL	NEW SPIRIT SCHOOL	Title I in 2010 - Implementing School Choice	31.20	25.30	27.10	32.38			
NEW VISIONS CHARTER SCHOOL	NEW VISIONS CHARTER SCHOOL	Title I in 2010 - Implementing Corrective Action	21.75	24.45	33.55	30.25			
PONEMAH ELEMENTARY	RED LAKE PUBLIC SCHOOL DISTRICT	Title I in 2010 - Implementing Supplemental Services	21.80	21.10	17.45	24.88			
URBAN ACADEMY CHARTER SCHOOL	URBAN ACADEMY CHARTER SCHOOL	Title I in 2010 - Implementing Supplemental Services	16.65	13.95	14.15	24.63			
WORTHINGTON AREA LANGUAGE ACADEMY	WORTHINGTON AREA LANGUAGE ACADEMY	Title I in 2010 - Implementing Corrective Action	29.00	28.80	33.00	34.23			
Bottom 5% of Secondary Schools Receiving Title I funding in relevant AYP status									
BROADWAY ARTS & TECHNOLOGY	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - Preparing to Restructure		6.25	14.30	19.43	6.19	9.28	4.76
FOUR DIRECTIONS CHARTER SCHOOLS	FOUR DIRECTIONS CHARTER SCHOOLS	Title I in 2010 - Implementing Corrective Action	5.00	7.15	0.00	12.50		33.33	
TRANSITIONS SR. HIGH	MINNESOTA TRANSITIONS CHARTER SCH	Title I in 2010 - School is Restructured	5.25	10.15	6.80	18.10	4.49	8.56	8.08
High Schools Receiving Title I funding in relevant AYP status with graduation rate below 60%									
EDISON SENIOR HIGH	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - School is Restructured	15.30	17.15	18.45	29.15	51.65	46.53	54.98
ENGLISH ACADEMY CAMPUS	MINNESOTA INTERNSHIP CENTER	Title I in 2010 - Preparing to Restructure			6.25		12.07	25.87	29.15
HIGH SCHOOL FOR RECORDING ARTS	HIGH SCHOOL FOR RECORDING ARTS	Title I in 2010 - Implementing Corrective Action	7.60	24.80	23.20	54.18	13.39	15.93	18.45
HUMBOLDT SENIOR HIGH	ST. PAUL PUBLIC SCHOOL DISTRICT	Title I in 2010 - Implementing Corrective Action	14.70	19.45	23.20	33.60	47.51	47.57	48.94
RED LAKE SENIOR HIGH	RED LAKE PUBLIC SCHOOL DISTRICT	Title I in 2010 - Implementing Corrective Action	7.45	8.75	5.90	20.15	40.98	33.33	25.61
ROCHESTER OFF-CAMPUS CHARTER HIGH	ROCHESTER OFF-CAMPUS CHARTER HIGH	Title I in 2010 - Preparing to Restructure	14.90	7.80	25.00	16.25	32.2	33.33	25
UNITY CAMPUS	MINNESOTA INTERNSHIP CENTER	Title I in 2010 - Preparing to Restructure	16.65	9.10	10.00		5.5	3.53	9.64
WELLSTONE INTERNATIONAL HIGH	MINNEAPOLIS PUBLIC SCHOOL DIST.	Title I in 2010 - School is Restructured	1.65	1.60			21.71	29.36	23.43
Bottom 5% of Secondary Schools Eligible for but not receiving Title I funding									
BRAHAM AREA SECONDARY	BRAHAM PUBLIC SCHOOL DISTRICT	Not Title I in 2010	44.40	39.60	49.00	42.38	95.31	93.15	86.76
BROOKLYN CENTER SECONDARY	BROOKLYN CENTER SCHOOL DISTRICT	Not Title I in 2010	28.30	24.75	27.80	33.28	65.87	66.67	65.35
BUTTERFIELD SECONDARY	BUTTERFIELD PUBLIC SCHOOL DISTRICT	Not Title I in 2010	53.50	38.50	35.05	40.80			
CASS LAKE-BENA SECONDARY	CASS LAKE-BENA PUBLIC SCHOOLS	Not Title I in 2010	25.55	37.95	30.90	36.98		78.69	
EAST CENTRAL SENIOR SECONDARY	EAST CENTRAL SCHOOL DISTRICT	Not Title I in 2010	30.80	44.90	44.10	37.00	79.66	85.71	72.55
GREENBUSH-MIDDLE RIVER SENIOR HIGH	GREENBUSH-MIDDLE RIVER SCHOOL DIST.	Not Title I in 2010	36.45	42.10	46.15	42.45			90.48
HMONG COLLEGE PREP ACADEMY HS	HMONG COLLEGE PREP ACADEMY	Not Title I in 2010 - Not Implementing	16.30	17.90	29.70	35.08		56.06	64.71
ISLE SECONDARY	ISLE PUBLIC SCHOOL DISTRICT	Not Title I in 2010	29.70	33.65	46.15	40.53	92.5		91.67
NORTH VIEW IB WORLD SCHOOL	OSSEO PUBLIC SCHOOL DISTRICT	Not Title I in 2010	38.85	37.30	44.30	40.50			
OGILVIE SECONDARY	OGILVIE PUBLIC SCHOOL DISTRICT	Not Title I in 2010	38.80	39.95	42.95	42.58	87.93	96.3	85.42
ORR SECONDARY	ST. LOUIS COUNTY SCHOOL DISTRICT	Not Title I in 2010	40.45	41.55	31.35	39.55			
RIVERWAY SECONDARY	RIVERWAY LEARNING COMMUNITY CHTR	Not Title I in 2010	23.30	28.70	40.05	39.98			
WAUBUN SECONDARY	WAUBUN PUBLIC SCHOOL DISTRICT	Not Title I in 2010 - Not Implementing	34.10	39.30	39.10	43.60	83.33	83.33	81.82
High Schools eligible for but not receiving Title I funding with graduation rate below 60%									
NONE									

* Based on average math and reading proficiency - sufficient sample sizes for 2 of 3 years required

** Based on the percentage of (non-proficient students making high growth)+(proficient students making medium growth) + (proficient students making high growth)

*** Based on 4 year graduation rates - sufficient sample sizes for 2 of 3 years required

(Minnesota excluded from this analysis charter schools who have been operating for less than three years to allow time for them to become established)