NCLB Waiver Glossary

No Child Left Behind (NCLB)- The federal law that dictates how states must hold schools accountable through statewide assessments and mandated interventions.

Adequate Yearly Progress (AYP)- The original NCLB measurement used to identify schools for improvement activities. AYP is based on proficiency, participation, and attendance or graduation rates. The AYP proficiency goal is currently based on the 2014 goal of 100 percent proficiency. Under the waiver, that goal is replaced with a new goal of cutting the achievement gap in half within six years. Under the waiver, there are no sanctions attached to not making AYP.

Title I Schools- Schools that receive federal funding based on their level of poverty. Only schools that accept Title I funding are considered Title I schools. The school improvement requirements required under NCLB are only directed at Title I schools.

Multiple Measurements Rating (MMR)- Minnesota's new measurement of school performance. The MMR measures proficiency, student growth, achievement gap reduction, and graduation rates. Schools earn points in each category. The percentage of possible points that a school earns is the school's MMR.

Focus Ratings- Minnesota's new measurement for identifying Focus Schools. The Focus Rating is generated by combining the proficiency and growth of the seven subgroups for which there is an achievement gap (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education, and English Learners).

Proficiency (MMR)- The proficiency measurement in the MMR looks at a weighted percentage of subgroups that made AYP. Schools earn points based on the number and size of subgroups that meet their AYP targets.

Student Growth- Individual student growth is a measurement of how a student scored relative to their predicted score. The prediction of how a student will score is based on their previous year's score. Schools receive a growth score based on the average growth scores of all their students.

Achievement Gap Reduction- The achievement gap reduction measurement assesses how well a school has done in promoting higher rates of growth among the seven lower-performing subgroups (Black, Hispanic, Asian, American Indian, Free/Reduced Price Lunch, Special Education, and English Learners) than in the average growth rate of their counterparts statewide. Students of color are measured against the statewide average growth of white students, Free/Reduced Price Lunch students are measured against the statewide average growth of non-Free/Reduced Price Lunch students, Special Education students are measured against the average statewide growth of non-Special Education students, and English Learners are measured against the statewide average growth of non-English Learners.

Cohort Graduation Rate- This method of calculating graduation rates looks at the percentage of ninth graders in a school that graduate within a four, five or six year period. This is a change from the current AYP graduation rate, which looks at the number of students who graduate and drop out in a one-year period. The cohort rate will be used in AYP and in the MMR starting in the summer of 2012.

Priority Schools- The five percent most-persistently low-performing schools in the state. These schools will be identified in one of two ways: status as a SIG School, or the lowest MMRs in their grade classification group (elementary, middle school, high school, other). These schools will be required to collaborate with MDE and the statewide system of support to develop a school turnaround plan based on the federal turnaround principles. These schools will be identified once every three years.

Focus Schools- The ten percent of Title I schools making the biggest contribution to the state's achievement gap, and high schools with graduation rates of less than 60 percent. These schools will be identified in one of two ways: the lowest Focus Ratings in their grade classification group (elementary, middle school, high school, other), or graduation rates of less than 60 percent. These schools will work with their district to develop a school improvement plan that directly addresses poor performance either within a subgroup, or in graduation rates. These schools will be identified once every three years.

Reward Schools- The highest-performing 15 percent of Title I schools in the state. These schools will be identified based on being in the top 15 percent of their grade classification group (elementary, middle school, high school, other) in the MMR. These schools will be publicly recognized for their good work. These schools will be identified every year.

Continuous Improvement Schools- The bottom 25 percent of Title I schools in the state. These schools will be identified based on being in the top 25 percent of their grade classification group (elementary, middle school, high school, other), and will be required to write a school improvement plan. Ten percent of these plans will be audited by MDE to ensure fidelity in the implementation of these plans. These schools will be identified every year. While the bottom 25 percent of schools will include most Priority and Focus Schools, Priority and Focus Schools are not also designated as Continuous Improvement Schools.

Celebration Schools- The 10 percent of Title I schools with MMRs between the 60th and 86th of their grade classification group (elementary, middle school, high school, other) percentiles that submit successful applications explaining quantitative and qualitative factors that make the school effective. These schools will be publicly recognized for their success. These schools are identified every year.

SIG School- The 19 schools in the state that are participating in the School Improvement Grant program. These schools were previously identified as persistently low-performing. As a result of their identification, these schools are in the process of implementing one of four turnaround models mandated by the federal government. SIG Schools will be Priority Schools.

Turnaround Principles- These must be embedded in a Priority School's turnaround plan. The principles consist of: strong leadership, effective teachers, redesigning the school day, strengthening instructional

programming, utilizing data, improving the school environment, and community and family engagement.

Statewide System of Support (SSOS)- The resources that have been put in place to support schools and districts in their improvement activities. The current system is built around service cooperatives that operate independently. Beginning in 2012, service providers will operate with more direction from MDE. The SSOS will work directly with Priority and Focus Schools on developing and implementing their improvement plans.

20% set-aside- The financial requirement in place for Priority and Focus Schools. These schools will be required to set-aside the equivalent of 20% of their Title I allocation for state-approved activities connected to their improvement plans.