Provide the definition of "persistently lowest-achieving schools" (consistent with the requirements for defining this term set forth in this notice) that the State uses to identify such schools;

Persistently Lowest Achieving Schools

Definition of Persistently Lowest Achieving Schools

Persistently Lowest Achieving Schools: Schools in Tier I plus Tier II lists

Tier I
Lowest 5% of Title I schools in School Improvement as determined by "proficiency score-R/M", with "proficiency score-R/M" below 50% in the previous and one of the two prior years
+
Title I schools in School Improvement with graduation rates lower than 60% in previous and one of the two prior years
Tier II
Lowest 5% of Title I eligible, but not receiving, secondary schools, with "proficiency score-R/M" below 50% in the previous and one of the two prior years
+
Title I eligible, but not receiving, secondary schools with graduation rates lower than 60% in previous and one of the two prior years

Notes and Definitions

A. Lack of Progress:
NC is defining lack of progress as a school who 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. (e.g., Less than 50% in 2009-10 and less than 50% in either 08-09 or 07-08.)

B. Graduation Rate Lower Than 60% Over A Number Of Years
A school who 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. (e.g., Less than 60% in 2009-10 and less than 60% in either 08-09 or 07-08.)

C. Secondary Schools:
A secondary schools 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 necessary criteria for the previous year, and one of the two prior years.

E. Proficiency Score – R/M
For the definition of "persistently lowest performing schools", North Carolina created a composite of English/language arts and mathematics assessments, to be known as the Proficiency Score – R/M.

F. Included Schools
In the analysis to determine the persistently lowest performing schools, all schools in North Carolina were considered, if they were eligible or receiving Title I funds. This includes charter schools, alternative, and special schools.

G. Included Assessments
The assessments used 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 students scores were used during the calculation. For mathematics in grade 10, we use the Algebra I scores of current 10th graders, including the scores of those 10th graders who took Algebra I prior to 10th grade (these are the "banked" scores). For reading in grade 10, we base it on students who are proficient on both English I and Grade 10 writing. We use the English I scores of current 10th graders, including the "banked" English I scores of those 10th graders who took English I prior to 10th grade.

H. Lowest 5%
Any time where the definition calls for identifying the lowest 5% of schools, NC selected the lowest 5% of schools or the lowest 5 schools, whichever number was highest. (i.e., if 5% of schools identified only 3 schools, then NC selected the lowest 5 schools.)

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**Steps for Determining the Persistently Lowest
Achieving Schools in North Carolina**

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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[1].

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 took the State's English/language arts assessment and the total number of students in the "all students" group who took the State's mathematics assessment.

Step 4: Add the total number of students in the "all students" group in the school who took the State's English/language arts assessment and the total number of students in the "all students" group who took 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[2].

B. Determine the Lowest 5% of Title I Schools In Improvement, Corrective Action, Or Restructuring

Step 6: Select all schools that are Title I schools <u>and</u> are either in improvement, corrective action, or restructuring.

Step 7: Rank the list of schools from Step 6 from highest to lowest using the proficiency score-R/M for the most recent year.

Step 8: Select the schools from Step 7 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).

Step 9: From the schools selected in Step 8, choose those schools with the lowest 5% proficiency score-R/M in the most recent year[3]. (This is 5% of the schools listed in Step 6).

C. Determine the Title I Schools In Improvement, Corrective Action, Or Restructuring 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

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[1] 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 took an alternate assessment (based on alternate academic achievement standards or modified academic achievement standards) and the total number of students with disabilities who took an alternate assessment.

[2] For this calculation, NC included all schools, including alternative, charter and special schools.

[3] Note: If the lowest 5% identifies less than five schools, then NC will identify the lowest 5 schools.

years. (For example, in 2009-10, X school had a graduation rate of 50%. In 2008-09, the graduation rate was 65%, and in 2007-08, the graduation rate was 59%. This school would be included in the definition of persistently lowest achieving schools.)

D. Determine the Lowest 5% Of Any Secondary School Eligible For But Not Receiving Title I Funds

Step 11: From the schools identified in Step 5, identify all secondary schools that are eligible for but do not receive Title I funds.

Step 12: Rank the list of schools from Step 11 from highest to lowest using the proficiency score-R/M for the most recent year[4].

Step 13: Select the schools from Step 12 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).

Step 14: From the schools selected in Step 13, choose those schools with the lowest 5% proficiency score-R/M in the most recent year[5]. (This is 5% of the schools listed in Step 11).

E. Determine the Secondary Schools Eligible For, But Not Receiving, Title I Funds, With Graduation Rates Less than 60%

Step 15: Using the schools selected in Step 11, identify all secondary schools that are eligible for, but not receiving, Title I funds 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 2009-10, X school had a graduation rate of 50%. In 2008-09, the graduation rate was 65%, and in 2007-08, the graduation rate was 59%. This school would be included in the definition of persistently lowest achieving schools.)

F. Compile the List of Persistently Lowest Achieving Schools

Step 16: Create an unduplicated list of the schools identified in steps 9, 10, 14, and 15. These are the **Persistently Lowest Achieving Schools** in NC for 2010-11 based on 2009-10 data.

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[5]Note, if the lowest 5% identifies less than five schools, then NC will identify the lowest 5 schools.