

Methodology used to Determine Reward Schools for 2014-15

A. High Performing Schools

1. Schools are first grouped into elementary/middle schools and high schools. Schools with both elementary/middle and high school levels will have the data analyzed for each of the levels separately. A school can be identified for the performance of its elementary/middle level or its secondary level.
2. Adequate Yearly Progress (AYP) – The school must have made AYP for all accountability groups for which the school was accountable for the 2011-12 and 2012-13 school years.
3. Gap Closing – The closing of gap from 2011-12 to 2012-13 is measured between the subgroup students and students who are not members of the subgroup for English Language Arts, Mathematics, Science and Graduation Rate. The difference between the largest gap in performance in 2011-12 between students who are members of an accountability group and students who are not members of the accountability group and the largest gap in performance in 2012-13 between students who are members of an accountability group and students who are not members of the accountability group is computed. The largest gap cannot increase by more than four points from 2011-12 to 2012-13. However, if the largest gap increased more than four points, the school can still meet the criterion if the performance of the subgroup with the largest gap is at the 90th percentile or more.
 - a. For all schools, the gap between each subgroup and students who are not members of that accountability group was calculated for all subgroups for all measures in 2011-12 and 2012-13.

Example: The school's elementary/middle level PI for the Hispanic accountability group is 134 in 2012-13, and the PI for students who are not in Hispanic accountability group is 168. The gap in between these two groups is 34 points.

- b. The largest accountability group gap for both years was calculated.
- c. The difference in the largest gap was calculated next to determine if any gaps had increased more than four points between the two years.
- d. If the largest gap increased by more than four points then the percentile of the performance for the subgroup with the largest gap is considered. The percentile must be at the 90th or higher percent. If there are multiple subgroups with the same largest gap then all the subgroups have to be at the 90th percentile or more.
- e. Gaps in accountability groups were considered across all levels for which the school was accountable. A K-12 school could not meet this criterion if the elementary/middle PI gaps were reduced, but the high school PI gaps grew more than 4 points in the same time period.

Largest Gap Example

An example of a school NOT making the criteria:

2011-12 Black PI	2011-12 Not Black PI	2011-12 Black Gap	2011-12 Hispanic PI	2011-12 Not Hispanic PI	2011-12 Hispanic Gap	2012-13 Black PI	2012-13 Not Black PI	2012-13 Black Gap	2012-13 Ec Dis PI	2012-13 Not Ec Dis PI	2012-13 Ec Dis Gap
140	160	20	138	172	34	120	160	40	118	142	24

In 2011-12, the largest gap was 34 points for the Hispanic accountability group. In 2012-13 the largest gap was 40 points for the Black accountability group. The largest gap for an accountability group is six points higher than the largest gap for an accountability group in 2011-12; this is higher than the four point cut off. However, the school can still meet the criterion if the performance of the Black subgroup with the largest gap is at the 90th percentile or more. The school's Black subgroup PI was at the 85th percentile of all schools in the state. The school did not meet the maximum gap criterion and therefore cannot be identified as a Reward School.

An example of a school making the criteria:

2011-12 Black PI	2011-12 Not Black PI	2011-12 Black Gap	2011-12 Hispanic PI	2011-12 Not Hispanic PI	2011-12 Hispanic Gap	2012-13 Black PI	2012-13 Not Black PI	2012-13 Black Gap	2012-13 Ec Dis PI	2012-13 Not Ec Dis PI	2012-13 Ec Dis Gap
140	160	20	138	172	34	155	160	5	118	142	24

In 2011-12, the largest gap was 34 points for the Hispanic accountability group. In 2012-13 the largest gap was 24 points for the economically disadvantaged accountability group. Since the largest gap for an accountability group is ten points lower than the largest gap for an accountability group in 2011-12, the school has met the gap closing criterion. Thus, this school can be a Reward School if it meets all other criterion.

4. Performance Index (PI) – The school's combined unweighted ELA and math PI must place the school in the top 20 percent of all schools with PIs at that level (elementary/middle or high school) in the State.
 - a. All schools with a combined ELA and math PI are given a percentile rank for school years 2011-12 and 2012-13. Schools that are in the top 20 percent in the State for both years are considered to have met this criterion.
 - b. The percentiles are determined for elementary/middle and secondary levels separately.

Example: School A's combined elementary/middle level PI for 2011-12 is 177, which places the school in the 83th percentile of elementary/middle schools. In 2012-13, the school's PI is 139, which places the school in the 86th percentile for that year.

5. Growth for elementary/middle schools – a school’s average combined ELA and math student growth percentiles (SGP) for the all students group for 2011-12 and for 2012-13 must exceed 50. (SGP is based upon grade 4-8 ELA and math assessment results.)
 - a. The school must have a SGP for ELA and for Math for each of the years in order to be eligible to become a Reward School.

Example: The school’s ELA SGP is 54 and Math SGP is 62 in 2011-12, which when averaged equals 58. In 2012-13, the ELA SGP is 52 and Math SGP is 60, which when averaged equals 56. The school met the criterion because the school’s average SGP for 2011-12 and for 2012-13 exceeds 50.

6. Bottom Quartile Student Growth for elementary/middle schools – students in the bottom quartile of the school last year must demonstrate above average growth in the current year.
 - a. As a first step, every student within a school was ranked by unadjusted SGP in 2011-12 to determine which students made up the bottom quartile for that particular school. Note: Students who were above the statewide average could be in the bottom quartile for that school.
 - b. Next, the average SGP of the bottom quartile students was calculated within subject, and then averaged across subjects in 2012-13 to create a single percentile measure from 1-99, the same way the growth measure was calculated above.
 - c. Schools met this criterion if the average growth percentile for bottom quartile students when averaged for ELA and math as measured by the previous year’s growth percentile exceeds 50.

Example: In 2012-13, the school’s bottom quartile average ELA growth percentile is 65 and 60 for Math, which when averaged equals 62.5. The school exceeded 50 and, therefore, met this criterion.

Note: For an elementary/middle school to be measured on this criterion, the school needed to have at least 8 student results in the bottom quartile for either ELA or mathematics. A school that had insufficient results to be assessed on this measure could not be designated a reward school at the elementary/middle level based on 2012-13 school year results.

7. Graduation Rate for secondary schools – a secondary school must have a 2008 4-Year cohort graduation rate that exceeds 80%, and the school must also exceed the state average for students graduating with either a Regents diploma with advanced designation or a Career and Technical Education (CTE) endorsement.
 - a. Using 2008 four year cohort graduation data that includes diploma codes (for advanced designation and CTE), a school-level graduation rate for students with these types of diplomas was calculated for all schools with graduates.
 - b. Next, the state average for students graduating with these diplomas was calculated, and a determination was made as to whether the school exceeded the State average for students with either a Regents diploma with advanced designation or a CTE endorsement.

- i. A school meets this criteria if it exceeded either the State average for students graduating with advanced designation OR a CTE endorsement.

Example: A school has a 2008 4-Year cohort graduation rate of 85 percent and a graduation rate for students with Regents Diplomas with CTE endorsement of 8 percent and a graduation rate for students with Regents Diplomas with Advanced Designation of 28 percent. The 2008 4-Year cohort State average graduation rate is 3 percent for Regents Diplomas with CTE endorsement and 30 percent for Regents Diplomas with Advanced Designation. Since the school's 4-Year cohort graduation rate exceeds 80% and the percent of students graduating with a Regents Diploma with CTE endorsement exceeds the State average, the school has met this criterion.

8. Graduating At-Risk Students for secondary schools – the percentage of the students in the 2008 four year graduation cohort who scored Level 1 (L1) or Level 2 (L2) on an ELA or mathematics exam in Grade 8 and who subsequently graduated within four years of first entry in Grade 9 exceeded the State average for these students.
 - a. Students 8th grade assessment data from 2007-08 were first related to graduation data provided to the state for 2012-13.
 - b. Using these data, a school-level graduation rate for all students who scored a L1 or L2 on either the ELA or Math assessment in 8th grade was calculated.
 - c. The State average graduation rate for these students was calculated next, and the difference between the two was calculated to determine if the school exceeded the State average.
 - i. Schools that did not have 30 or more L1 or L2 students to be measured on this criterion but had a cohort graduation rate above 80% were deemed to have met this criterion.
 - ii. Students were considered L1 or L2 if they scored in one of those performance categories in either subject and could be included in this calculation if they scored a Level 3 on one assessment.

Example: A school's 2008 four year cohort graduation rate for the L1 and L2 students is 74.4 percent, and the State average is 65 percent. The school met this criterion because it exceeded the state average by 9.4 percent.

B. High Progress Schools

1. Schools are first grouped into elementary/middle schools and high schools. Schools with both elementary/middle and high school levels will have data analyzed for each of the levels separately.
 - a. A school can be identified as a High Progress School for the performance of its elementary/middle level or its secondary level.
2. Adequate Yearly Progress (AYP) – same rules as applied to high performing schools.

3. Performance Index (PI) – the school’s combined unweighted ELA and math for the all students group PI places the school among the top ten percent in the State in terms of gains between the 2012-13 and 2011-12 school years.
 - a. All schools with a combined PI are given a percentile rank for school years 2011-12 and 2012-13. The difference between each school’s percentile rank for the two years was calculated.
 - i. The differences are calculated separately for the elementary and secondary levels.
 - b. Next, each school was given a percentile rank based on the difference in the percentile ranks between the two years.
 - i. The percentile ranks are calculated separately for the elementary and secondary levels.
 - c. Schools that were in the top 10 percent were considered to have made this criterion. (This required a gain of 11.4% for elementary/middle schools and 9.60% for high schools.)

Example: A school’s combined PI for 2011-12 is 146 and 157 for 2012-13, which places the school in the 50th and 62nd percentile each year, respectively. The difference in the percentile rank is 12 percentile points, which places the school in the top 10 percent of schools in 2012-13.

4. Gap Closing – same rules as applied to high performing schools.
5. Growth – same rules as applied to high performing schools.
6. Bottom Quartile Student Growth – same rules as applied to high performing schools.
7. Graduation Rate – a school must have a 2008 4-Year cohort graduation rate that exceeds 60% and must also exceed the state average for students graduating with either a Regents diploma with advanced designation or a Career and Technical Education (CTE) endorsement.
8. Graduating At-Risk Students – Same rules as applied to high performing schools.