

ATTACHMENT B
Criteria for Identification of Priority Schools

The Department identified Priority Schools based on the following factors, as defined in the Elementary and Secondary Education Act (ESEA) waiver guidance:

- Schools based on the achievement of the all students group in terms of proficiency on the statewide assessments that are part of the state's differentiated recognition, accountability and support system and are not making progress as defined by New York's progress filters. The school also has shown a lack of progress for the all students group over a number of years.
- Secondary schools with a Graduation Rate less than 60 percent for a number of years and not making progress, as defined by New York's progress filters.

The Department has preliminarily identified as Priority Schools a minimum of five percent of the State's Title I schools as well as non-Title I schools that meet the Priority School criteria.

The methodology used to identify Priority Schools is described below:

1. Secondary schools that had a 4-year cohort Graduation Rate less than 60 percent for the 2008, 2009 and 2010 cohorts are selected.
2. For all schools the simple average of 2014-15 Performance Index (PI) for ELA and mathematics for the elementary-middle (EM) and secondary levels are determined separately. If a school did not have a 2013-14 or 2014-15 PI, then the school is removed from identification as a Priority School based on PI. The school could still be identified for Graduation Rate as outlined in step 1.

Example:

- School A had an elementary-middle ELA PI of 30 and mathematics PI of 40. The average PI for school A will be $(30+40)/2$ is 35.
 - School B had a secondary level ELA PI of 120 and mathematics PI of 100. The average PI for school B will be $(120+100)/2$ is 110.
3. The average 2014-15 PI is sorted in descending order. The average 2013-14 PI is subtracted from the average 2014-15 PI. This is done for elementary-middle and secondary grade levels separately.
 4. For the elementary-middle level PI, schools are selected from the bottom that have an average 2014-15 PI less than or equal to 52.5 and a PI gain less than or equal to 10 points.
 5. For the secondary level PI, schools are selected from the bottom that have an average 2014-15 PI less than or equal to 96 and a PI gain less than or equal to 10 points.
 6. For a school with both elementary-middle and secondary school grade levels, the school is selected if either of the grade levels met steps 4 or 5 respectively.
 7. The state preliminarily identified all schools (including non-Title I schools) that met the criteria in steps 1, 4, 5 or 6.

8. For any school that has elementary-middle grade level, the 2013-14 and 2014-15 combined ELA and mathematics Mean Student Growth Percentile (MGP) for the all students group is determined. If the MGP is greater than the 50th percentile, the school is removed from identification as a Priority School for PI for elementary-middle level. The school could still be identified for the secondary level PI and for Graduation Rate.

Example:

- School C had a 2013-14 and 2014-15 ELA and mathematics combined MGP of 54. The school's MGP of 54 percentile is higher than 50; therefore the school is removed from consideration for identification as a Priority School for elementary-middle level PI.
9. Any school that had a majority of its accountability subgroups' 2014-15 ELA and mathematics combined MGP greater than the state average were removed from consideration for identification as a Priority School for PI for elementary-middle level. The school could still be identified for the secondary level PI and for Graduation Rate.

Example:

- School D had three subgroups for which it is accountable – Students with disabilities (SWD), Black, and Economically Disadvantaged (ED).
 - The 2014-15 combined ELA and mathematics SWD MGP is 51.14, Black MGP is 49.25, and the ED MGP is 49.10. The 2014-15 combined ELA and mathematics state average for the subgroups are 49.76, 48.95 and 50.95, respectively.
 - School D had majority of subgroups (two out of three subgroups, or 67 percent) with an MGP greater than state average. The school is removed from consideration for identification as a Priority School for elementary-middle PI.
10. Schools that made Adequate Yearly Progress (AYP) in ELA and mathematics using both 2013-14 and 2014-15 school year data for the all students group for a grade level were not considered for identification for that grade level.
 11. Schools that had a 10 percent gap reduction in average ELA and mathematics PI for the all students group from 2013-14 were removed from consideration for identification for PI for that grade level. The school could still be identified for Graduation Rate as outlined in step 1.
 12. Schools that had a 10-point gain in average ELA and mathematics PI for the all students group from 2013-14 were removed from consideration for identification for PI for that grade level. The school could still be identified for Graduation Rate, as outlined in step 1.
 13. Schools that had the 2011 4-year or 2009 5-year all students group Graduation Rate at or above 70 were removed from consideration for identification as a Priority School for both PI and Graduation Rate.
 14. Schools that had the 2011 4-year all students group Graduation Rate at or above 60 were removed from consideration for identification as a Priority School for Graduation Rate. The school could still be identified for PI.

15. Schools that had a 10-point increase in Graduation Rate for the all students group from 2009 5-year to 2010 5-year cohort were removed from consideration for identification for Graduation Rate. The school could still be identified for PI.
16. Schools that had a 10-point increase in Graduation Rate for the all students group from 2008 4-year to 2010 4-year cohort were removed from consideration for identification for Graduation Rate. The school could still be identified for PI.
17. Schools that had a 10-point increase in Graduation Rate for the all students group from 2009 4-year to 2010 4-year cohort were removed from consideration for identification for Graduation Rate. The school could still be identified for PI.
18. Schools that had a 10 percent gap reduction in Graduation Rate for the all students group from 2009 4-year to 2010 4-year cohort were removed from consideration for identification for Graduation Rate. The school could still be identified for PI.
19. Special Act School Districts and schools that are closing are subject to special rules. Transfer schools that are preliminarily identified may subsequently be removed after a case by case review.

ATTACHMENT C

Criteria for Identification of Focus Districts & Focus Schools

The Department identified Focus Schools based on the following factors, as defined in the Elementary and Secondary Education Act (ESEA) waiver guidance:

- Schools with the lowest achievement of subgroups in terms of proficiency on the statewide assessments that are part of the state's differentiated recognition, accountability and support system and are not making progress as defined by New York's progress filters.
- High schools with the lowest Graduation Rate for subgroups that are not making progress as defined by New York's progress filters.

The Department identified Focus Schools using a two-stage process. NYSED first identified Focus Districts and Focus Charter Schools with the lowest achieving subgroups for Performance Index (PI) and Graduation Rate that were not demonstrating progress. NYSED then identified the lowest performing Title I schools statewide within the identified Focus Districts. Non-Title I schools within the Focus Districts and Charter Schools that met the Focus District cut points were also identified as Focus Schools.

The methodology used to identify the Focus Districts, Focus Charter Schools and Focus Schools is described below:

A. District Identification Based on PI

1. For each district, the average 2014-15 Performance Index (PI) of ELA and mathematics for each accountable subgroup is determined for the elementary-middle grade level and for the secondary grade level separately.

Example:

- District A had an elementary-middle Hispanic subgroup ELA PI of 80 and mathematics PI of 90. The average elementary-middle level Hispanic subgroup PI for District A will be $(80+90)/2$ is 85.
 - District A had a secondary level White subgroup ELA PI of 120 and mathematics PI of 100. The average secondary level White subgroup PI for District A will be $(120+100)/2$ is 110.
2. The subgroup's combined 2013-14 and 2014-15 ELA and mathematics Mean Student Growth Percentile (MGP) is determined. If the MGP is above the state average then for the elementary-middle level the subgroup is removed from those for which the district can be identified as a Focus District.

Example:

- District B is accountable for Black, Hispanic and Economically Disadvantaged (ED) subgroups. The combined 2013-14 and 2014-15 ELA and mathematics MGP for Black students is 48.50, for Hispanic students it is 49.34, and for ED students it is 50.91. The state average MGP is 49.22, 51.10, and 50.89 respectively.
- The ED subgroup's MGP is above the state average; therefore at the elementary-middle level the subgroup's PI will be removed for those for which the District can be