

## **School Improvement Grant (SIG) School Ranking Business Rules**

### Short Narrative Version

#### **Persistently Lowest Achieving Schools for SFSFII, Race to the Top and SIG Applications**

To identify the persistently lowest performing schools the Michigan Department of Education (MDE) first identified the pool of eligible schools. All Title I schools in improvement, corrective action, or restructuring were identified and listed. All non-Title I secondary schools that were eligible to receive Title I funds were listed. Secondary schools in Michigan are those schools with any grades 7-12. Closed schools were removed from both lists. Schools were then rank ordered using the business rules below to find the lowest 5% of each and identify schools eligible for SIG funds as Tier 1, Tier 2 and Tier 3 schools.

#### **The following business rules were used to create the list of lowest performing 5% of Title I schools identified for improvement, corrective action and restructuring. These schools are eligible for SIG funds as Tier 1 schools:**

- Schools were included if they receive Title I funds AND are identified for improvement, corrective action, or restructuring.
- Shared educational entities (SEE) with test scores to be sent back to the resident district were not included.
- The rules for school rankings described below were applied.
- The lowest 5% of the ranked schools are identified as Tier 1 schools.
- Any high schools in the Tier 1 pool that have a four-year graduation rate of 60% or less for the last three years are also identified as Tier 1 schools.

#### **The following business rules were used to create the list of lowest performing 5% of secondary schools that are eligible to receive Title I funds but are not receiving Title I funds. These schools are eligible for SIG funds as Tier 2 schools.**

- Schools were included if they were secondary schools (those housing any of grades 7-12) AND were eligible to receive Title I funds but did not receive Title I funds.
- Shared educational entities (SEE) with test scores to be sent back to the resident district were not included.
- The rules for school rankings described below were applied.
- The lowest 5% of the ranked schools are identified as preliminary Tier 2 schools.
- Secondary schools from the Tier 1 pool (Title I secondary schools that have not made AYP for two or more consecutive years) that did not fall

into the lowest 5% but that have academic performance equal to or lower than the highest ranked preliminary Tier 2 school are added into the Tier 2 schools list.\*

- Any high schools in the Tier 2 pool that have a four-year graduation rate of 60% or less for the last three years are also identified as Tier 2 schools.

**The following business rules were used to create the list of Tier 3 schools. These schools are eligible for SIG funds as Tier 3 schools.**

- All schools from the Tier 1 pool of schools that were not identified as Tier 1 lowest 5% or as Tier 1 based on graduation rate are included as Tier 3 schools unless the schools were newly eligible and identified as Tier 2 schools.
- Any school that was omitted due to small size (fewer than 30 FAY students tested), but shows up on Tier 1 or Tier 2 on a rerun of the list without the 30 FAY students tested restriction.

**The following business rules were used to calculate the school rankings for the Tier 1 and Tier 2 lists.**

- Proficiency calculations for the “all students group” are based on regular and alternate assessments: MEAP, MEAP-Access (if available), MME, MME-Access, and MI-Access.
- All students with valid math and reading scores in the assessments were included.
- A student with a performance level of 1 or 2 is considered proficient.
- All students with test scores who are full academic year (FAY) were included.
- Only public school students were included (no home schooled or private school students).
- The school receives a ranking if at least 30 FAY students are tested in either the elementary/middle school span or the high school span (or both) for each year.
- Schools were rank ordered using a proficiency index (based on the weighted average of two years of achievement data) and a progress index (based on three years of achievement data) to combine test scores from different grades, progress over two or three years, and test scores for both reading and mathematics.
- Achievement is weighted twice as much as improvement. This is because the focus is on persistently low-achieving schools. Weighting proficiency more heavily assures that the lowest performing schools, unless they are improving significantly over time, still receive the assistance and monitoring they need to begin improvement and/or increase their improvement to a degree that will reasonably quickly lead to adequate achievement levels.

\* Although Michigan applied for a waiver to include Title I secondary schools in the Tier 2 pool, Michigan has chosen instead to use the flexibility granted to states through the Consolidated Appropriations Act of 2010 to make newly eligible all Title 1 secondary schools with lower performance than the highest performing Tier 2 school. This allows us to offer School Improvement Grant funds to an additional 64 schools. This additional flexibility is described in Guidance on School Improvement Grants, page 11: an SEA may identify as a Tier II school a secondary school that is eligible for Title I, Part A funds and that:

(A)(1) Has not made AYP for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools" (step 14 in A-18); or

(2) Is a high school 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.