

# **Schools Needing Improvement: At A Glance**

## **7/10/03**

To help put your AYP data into perspective, consider doing a one-page spreadsheet that addresses the following key facts.

### **1. Which schools improved enough last year to be taken off the needs improvement list?**

|            | # of schools no longer identified |
|------------|-----------------------------------|
| Overall    |                                   |
| Elementary |                                   |
| Middle     |                                   |
| High       |                                   |

### **2. Which schools missed adequate yearly progress targets?**

|            | # of schools identified | % of schools on state list |
|------------|-------------------------|----------------------------|
| Overall    |                         | 100%                       |
| Elementary |                         |                            |
| Middle     |                         |                            |
| High       |                         |                            |

### **3. What happens to schools that continue to need improvement?**

|   | # of schools | % of schools on state list |
|---|--------------|----------------------------|
| Year 1—no action                                |              |                            |
| Year 2—students must be given choice of schools |              |                            |
| Year 3—students must be given tutoring services |              |                            |

**4. Where are “needs improvement” schools located?**

|                   | # of schools identified | % of schools in region | % of schools on state list |
|-------------------|-------------------------|------------------------|----------------------------|
| Urban             |                         |                        |                            |
| Inner suburb      |                         |                        |                            |
| Outer suburb      |                         |                        |                            |
| Rural—over 1,000  |                         |                        |                            |
| Rural — 500-1,000 |                         |                        |                            |
| Rural — under 500 |                         |                        |                            |

**5. How many schools need improvement because only one or two groups of students did not make adequate yearly progress?**

| Groups of students who did not make AYP     | # of schools identified | % of schools on state list |
|---|-------------------------|----------------------------|
| 1 (insert group titles—example: low-income) |                         |                            |
| 2   |                         |                            |
| 3   |                         |                            |
| 4   |                         |                            |
| 5   |                         |                            |
| 6   |                         |                            |
| 7   |                         |                            |
| 8   |                         |                            |
| 9   |                         |                            |
| 10  |                         |                            |
| 11  |                         |                            |
| 12  |                         |                            |
| 13  |                         |                            |

**6. Were some groups of students less likely to make adequate yearly progress than others?**

| Student categories             | # of schools identified | % of schools on state list |
|--------------------------------|-------------------------|----------------------------|
| All students                   |                         |                            |
| American Indian/Alaskan Native |                         |                            |
| Asian/Pacific Islander         |                         |                            |
| Hispanic                       |                         |                            |
| Black                          |                         |                            |
| White                          |                         |                            |
| Limited English Proficient     |                         |                            |
| Special Education              |                         |                            |
| Low Income                     |                         |                            |

*Note: % might not add to 100 because schools can be on the state list for more than one student group failing to make Adequate Yearly Progress.*

**7. Which indicator(s) were most likely to cause schools to miss making adequate yearly progress?**

| AYP indicator                 | # of schools identified | % of schools on state list |
|-------------------------------|-------------------------|----------------------------|
| Math test scores              |                         |                            |
| Reading test scores           |                         |                            |
| Testing participation         |                         |                            |
| Attendance                    |                         |                            |
| Graduation rate (high school) |                         |                            |
| Other                         |                         |                            |

*Note: % might not add to 100 because schools can be on the state list for more than one reason.*

**8. How well must schools perform to make “adequate yearly progress (AYP)”?**

|  | % of students needing to score proficient | % of students needing to participate in math | % of students needing to score proficient | % of students needing to participate in reading | Attendance rate | Graduation rate |
|--|---|--|---|---|-----------------|-----------------|
|  |   |  |   |   |                 |                 |

|            | in math | test | in reading | test |  |    |
|------------|---------|------|------------|------|--|----|
| Elementary |         | 95%  |            | 95%  |  | NA |
| Middle     |         | 95%  |            | 95%  |  | NA |
| High       |         | 95%  |            | 95%  |  |    |

*Note: The targets apply to all students in the school as well as each separate group of students.*

