

TIERED ACCOUNTABILITY AND SUPPORT

June 8, 2010

Purpose of Tiering

The purpose of tiering or grouping schools is to:

- 1. Identify specific areas of growth**
- 2. Increase overall student achievement.**
- 3. Channel district office resources and supports to specific schools**
- 4. Provide greater flexibility and autonomy for highest performing schools**
- 5. Never allow another school to enter Program Improvement**

Tiering Criteria: Components

Tier determination is based on the following elements:

1. **Achievement Gap.** What is the gap between the highest and lowest performing student subgroups at the school?
 2. **Overall Achievement.** What is the average student performance at the school, as reflected in API?
 3. **Achievement Growth.** How is each student's achievement changing over multiple years at the school: are more students increasing a performance band than decreasing (e.g., from *Basic* to *Proficient*)? Are *Proficient* and *Advanced* students staying at that level?
- Note that each of these elements reflects scores in ELA and Math only.
 - Schools contribute to student learning along many dimensions – this system necessarily represents only a subset of those dimensions.

Tiering Criteria: Calculation

Individual Criteria:

Achievement Gap = 40%

- API (highest subgroup) – API (lowest subgroup)

Overall Achievement = 30%

- API

Achievement Growth = 30%

- Percentage of students who grew 1 or more performance bands or were already *Proficient* or *Advanced*
- Percentage of students who grew 1 or more performance bands compared to % students who decreased 1 or more performance bands

* All scores are from the 2009 administration of the CST (ELA & math), except growth, which utilizes 2006 - 2009

Tiering Criteria: Calculation

Overall:

- School performance on each element is assessed and a score is assigned
- Scores for each element are weighted and then combined
 - Weighting:
 - Achievement Gap: 40%
 - Overall Achievement: 30%
 - Achievement Growth: 30%

• All scores are from the 2009 administration of the CST (ELA & math), except growth, which utilizes 2006 - 2009

Tiers: Designation

Three Tiers:

- **Excellence** These schools will receive the normal level of attention and support.
- **Performing** These schools will receive an increased level of attention and support.
- **Challenge** These schools will receive the most attention and support.

Keep schools out of Program Improvement

Tiers: Differentiation

Schools will receive support and attention based upon their tier

- Examples:
 - Financial resources
 - Professional development
 - Operational assistance
 - Enhanced data collection and analysis
 - Attention from central office personnel
 - Increased flexibility and autonomy

Tiers and Areas of Growth

School Tiers

Excellence

Areas of continued growth

- BayFarm Elementary → decrease the slide between performance bands
- Earhart Elementary
- Edison Elementary
- Franklin Elementary → decrease the slide between performance bands
- Lum Elementary → decrease API subgroup gap
- Otis Elementary → increase API to reach 900

Performing

Example of how to move to next tier

- Haight Elementary → decrease API subgroup gap for SES students by 20
- Paden Elementary → increase API by 56 points
- Ruby Bridges Elementary → decrease API subgroup gap between Asian and African American students by 54
- Washington Elementary → increase API by 24 points

Tiers: Draft Designations

School Tiers

Challenge

Areas of continued growth

- Lincoln Middle → decrease API subgroup gap for SES students by 19
- Wood Middle → increase by 15% of students moving one performance band or increase by 15% of students proficient or advanced
- Alameda High → increase by 3% of students moving one performance band
- Encinal High → decrease API subgroup gap between Asian and African American Students and increase API by 54 points