

STRIVE HI PERFORMANCE SYSTEM

School Year 2013-14 Results

Statewide Overview

General Board of Education Meeting
September 16, 2014

Deputy Superintendent Ronn Nozoe



Today's Briefing

- ✓ Quick refreshers:
 - ESEA Flexibility Waiver
 - Strive HI Performance System
- ✓ SY13-14 School Year Results
- ✓ Where to learn more
- ✓ Looking Ahead

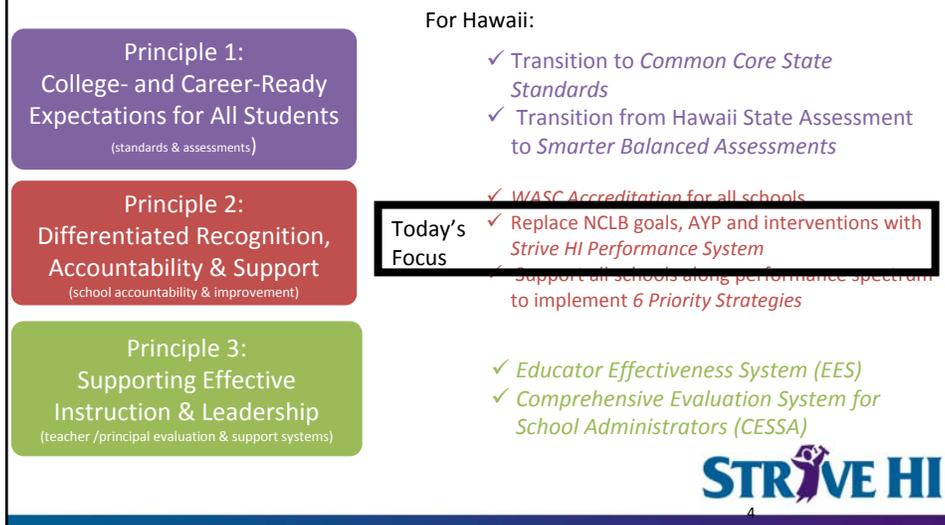


Refresher: USED Approved HI ESEA Flexibility Waiver



Refresher: ESEA Flexibility Waiver: 3 Principles

Waiver's primary purpose to replace NCLB's school accountability & improvement provisions was supplemented with additional obligations regarding standards & assessments and educator effectiveness.



School accountability & improvement systems help us...

- ◆ Shine a light on school performance and progress
- ◆ Provide summative data (a picture of overall school health) to inform school improvement efforts and transparent info to parents and communities
- ◆ Inform the deployment of resources, technical assistance, and support to schools that need improvement
- ◆ Identify schools to look to for best practices and success stories

KEEP IN MIND:

The focus is *not* ranking schools against each other.

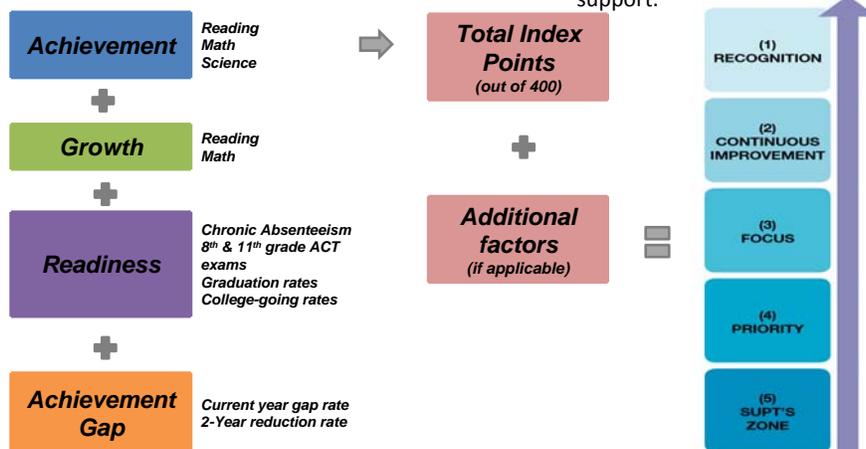
No accountability system is perfect



How does Strive HI work?

Based on their performance on multiple indicators, schools earn points on the Strive HI Index.

A school's total points and other triggers determine the school's classification on one of the 5 Strive HI Steps – which determines its level of support.



Schools classifications: Strive HI Steps

Schools are classified based on Index scores & additional factors and receive targeted rewards & support.

		STATE INTERVENTIONS AND INVOLVEMENT
(1) RECOGNITION	TOP 5% OF SCHOOLS Only the highest-performing and highest-growth schools in achievement, graduation rates, and achievement gaps are eligible.	Very Low
(2) CONTINUOUS IMPROVEMENT	MAJORITY (75-85%) OF SCHOOLS Remainder of schools following identification of Priority, Focus, and Recognition Schools	Low
(3) FOCUS	NEXT LOWEST 10% OF SCHOOLS Low achievement, low graduation rates, or large within school achievement or graduation rate gaps	High
(4) PRIORITY	LOWEST 5% Persistently low achievement, persistently low graduation rates, or schools in School Improvement Grants (SIG) Program	Very High
(5) SUPT'S ZONE	Deputy Superintendent, as Chief Academic Officer, designates a subset of Priority schools into Superintendent's Zone based on persistent inability to meet performance targets over time.	Extremely High

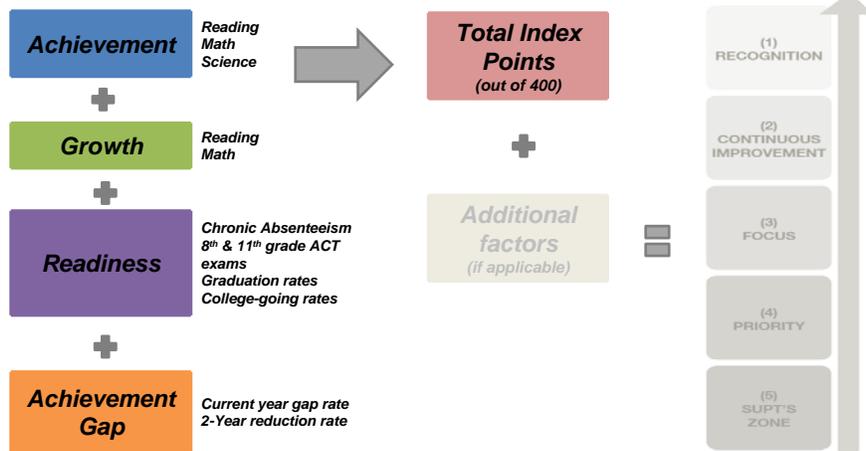


Federally Required Turnaround Principles Align with Strategic Plan Goals & 6 Priority Strategies

Federal Turnaround Principle	Goal	6 Priority Strategies
Providing strong leadership	Goal 1: Student Success Goals 2: Staff Success Goal 3: System Success	
Ensuring teachers are effective & able to provide improve instruction		
Redesign the school day, week, or year		
Strengthen the school's instructional program		
Using data to inform continuous improvement		
Establish a school environment that improves safety & discipline		
Engage families & communities		

SY2013-14 Results: Interim Year

Strive HI operates on a 2-year cycle. While schools receive their data & point total annually, most are reclassified *every other* year. SY13-14 is an interim year, meaning most schools retain their classification, except for newly recognized Recognition schools.



SY13-14 Statewide Snapshot

		SY12-13	SY13-14
Achievement	Math proficiency	60	59
	Reading Proficiency	72	70*
	Science Proficiency	34	41*
Growth	Reading	n/a	n/a
	Math	n/a	n/a
Readiness	Chronic absenteeism	18	11
	8 th Grade ACT (percent scoring ≥15)	50	50
	11 th grade ACT (percent scoring ≥19)	34	34
	Graduation Rate	82	82
	College-Going	63	63
Gap	Non-High Needs Proficiency	83	82
	High Needs Proficiency	56	53
	Current year	33	35
	2 year reduction	12	-4

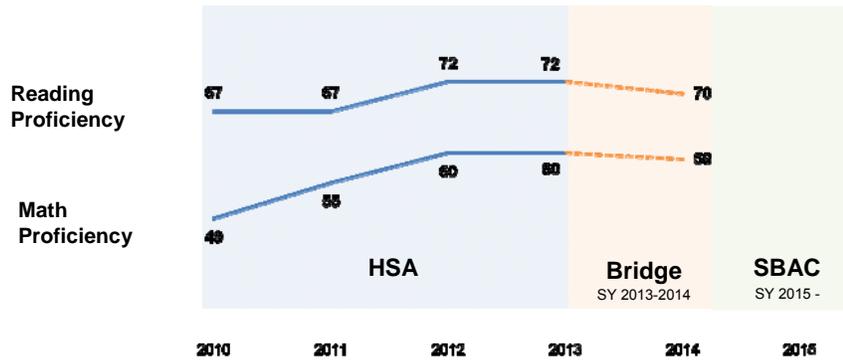
Key Findings

- During a year of tremendous change students & staff continue to make every effort to Strive High.
- Data shows includes bright spots and areas of needed improvement.
- Significant student improvements in chronic absenteeism & science proficiency.
- Slightly lower reading & math proficiency as schools continue to adjust to Hawaii Common Core standards and assessments.
- Results for college-readiness, graduation rates, and college-going rates remained steady amidst other positive indicators.
- New classifications: new Recognition Schools; 1 Priority school exited

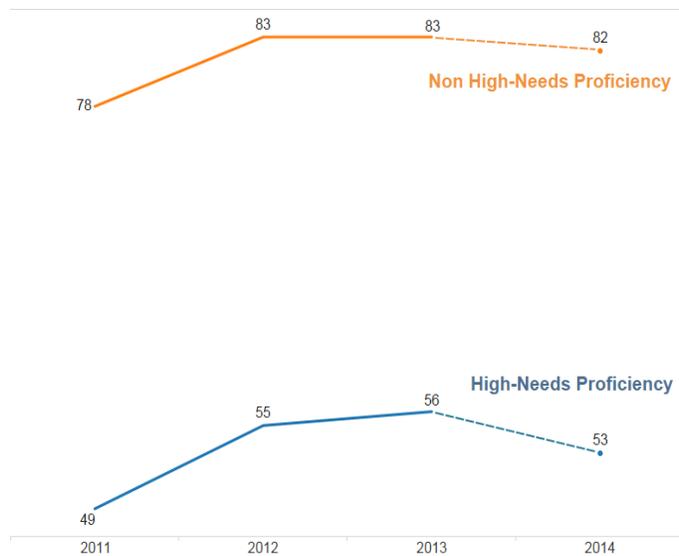


*updated post-appeals process

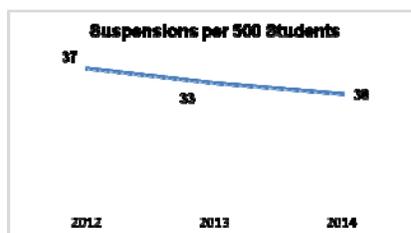
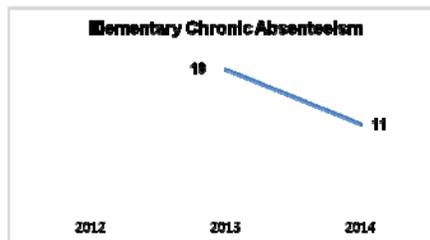
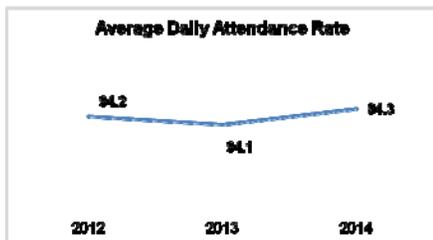
Moving toward a new baseline: Common Core Standards & Assessments



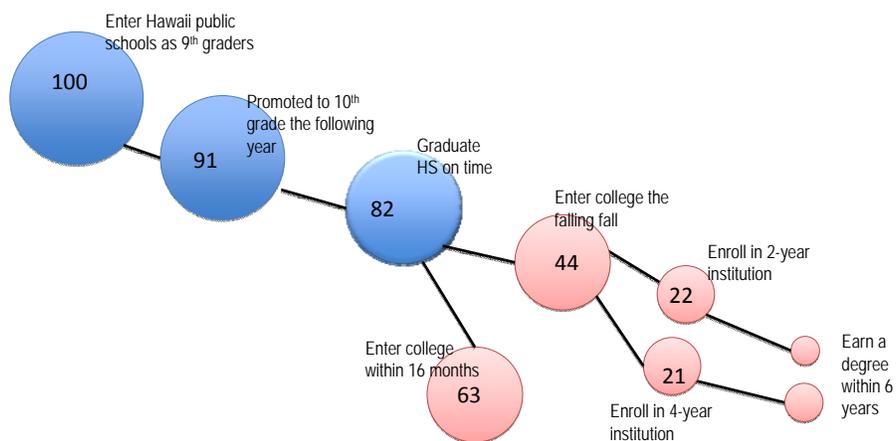
Area of Improvement: Closing proficiency gaps



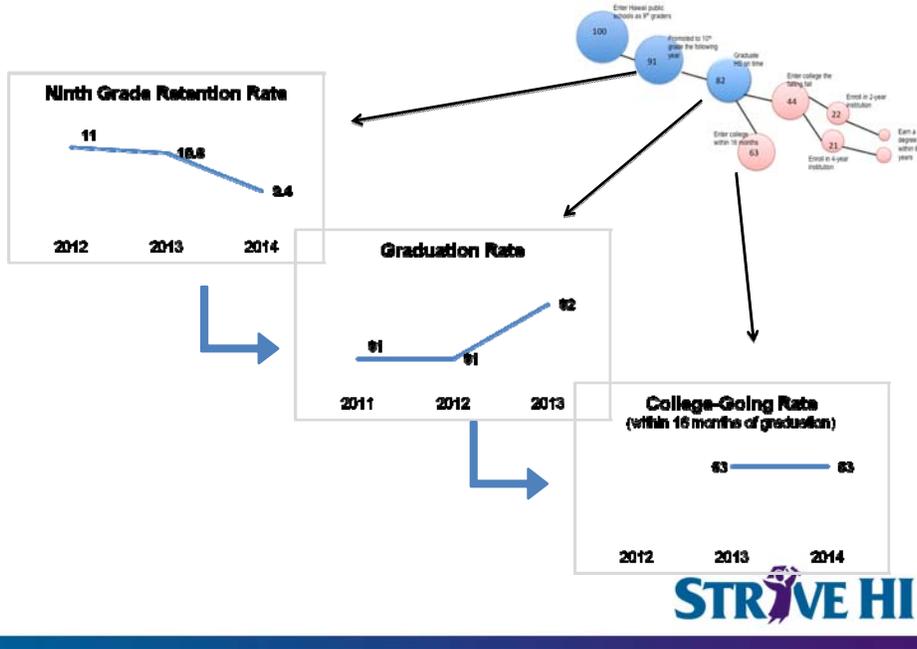
Signs of improvement: chronic absenteeism, attendance, behavior



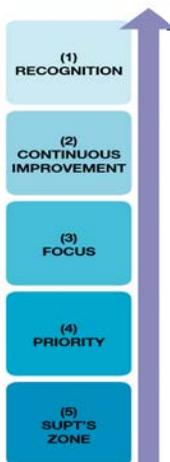
Big Picture: Hawaii's College Pipeline



College-readiness trajectory steady



Recognition Schools



Criteria:

High Performance:

- All student groups met or exceed targets
- Grad rates = top 10%
- Gap rate < 30%

OR

High Progress:

- All students proficiency increased >15% over 3 years
- Grad rates (top 10% of schools with increase of 10% over 3years)
- Gap reduction rate >10% over 3 years

- Financial reward
- Recognition
- Flexibility
- Shared best practices

Based on SY13-14 results:

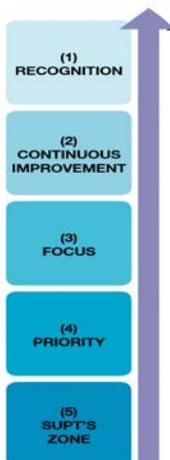
- Pomaikai EI (High Performing)
- Puohala EI (High Performing)
- Hahaione EI (High Performing)
- Kilohana EI (High Performing)
- Enchanted Lake EI (High Performing)
- Kaelepulu EI (High Performing & High Progress)
- Mokapu EI (High Performing)
- Noelani EI (High Performing)
- Kaumualii EI (High Performing)
- Helemano EI (High Performing)
- Hickam EI (High Performing)
- Maunaloa EI (High Performing)
- de Silva EI (High Performing)
- Hokulani EI (High Performing)
- Waikiki EI (High Performing)

Continuous Improvement Schools



- Generally:
 - Positive trajectory & don't need intensified support
 - Continued implementation of 6 Priority Strategies
 - 2014-15 Academic Plan – address student subgroup performance challenges identified through the Strive HI Index data & school report cards.
- CAS Requested support and adjusted plans based on data
- Highlighting successes

Focus & Priority Schools



- Low performance on Strive HI Index or automatic trigger:
 - **Priority:** Bottom 5%, SIG schools, Low grad rate (<70% 2 cons. Years)
 - **Focus:** Next lowest 10%, Large grad gap (20%+); Large Achievement gap (50%+); Low grad rate (<70% 2 cons. Years)
- Increased CAS & Deputy role
- Complex Areas: Complex Academic Officer
- Comprehensive needs assessment (CNA) to diagnose root causes for underperformance
- Improvement Plans, plan and \$ approved by Deputy
 - **Focus:** 1 year plan, at least 1 of 7 turnaround principles
 - **Priority:** 3 years, school-selected improvement model; full implementation of federal 7 turnaround principles.
- Access to "array of services"
- ART monitors

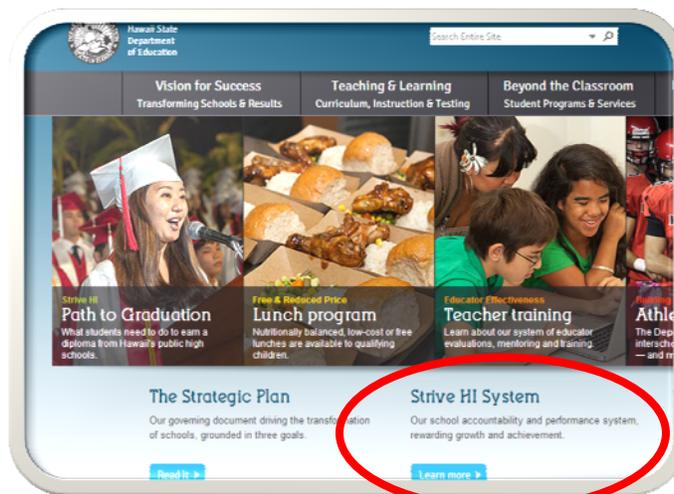
WHERE TO GET MORE INFORMATION



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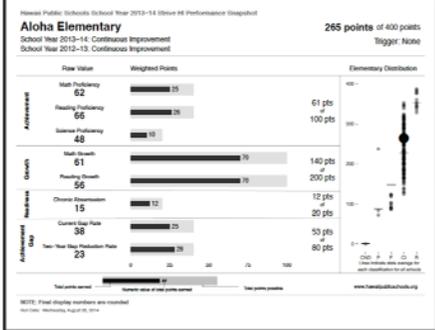
Strive HI Information on www.HawaiiPublicSchools.org

- ✓ Reports at school, complex area, state levels
- ✓ Background information
- ✓ Answers to FAQs
- ✓ Data files
- ✓ PPTs
- ✓ Coming soon: Parent Portal!



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Student Performance Report



Student Group Report

Target	Reading		Math		Science		Graduation Rate						
	Participation 95%	Proficiency 75%	Participation 95%	Proficiency 64%	Participation 95%	Proficiency 84%	Opportunity > 92%	Meat					
	%	Meat	%	Meat	%	Meat	%	Meat					
All Students	98%	Yes	67%	No	95%	Yes	69%	No	91%	27%	No	71%	No
Black/Latino	98%	Yes	62%	No	95%	Yes	68%	No	91%	24%	No	71%	No
Hispanic	98%	Yes	62%	No	95%	Yes	68%	No	91%	24%	No	71%	No
Asian/Pacific (SEA)	98%	Yes	64%	No	94%	Yes	69%	No	91%	26%	No	72%	No
Asian/Pacific Islander	98%	Yes	68%	No	95%	Yes	62%	No	91%	28%	No	72%	No
Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	98%	Yes	71%	No	98%	Yes	61%	No	91%	32%	No	76%	No
Pacific Islander	98%	Yes	38%	No	82%	Yes	15%	No	91%	13%	No	76%	No
Native Hawaiian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Complex Area Report

School	Area	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	1997-98	1996-97	1995-96	1994-95	1993-94	1992-93	1991-92	1990-91	1989-90	1988-89	1987-88	1986-87	1985-86	1984-85	1983-84	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78	1976-77	1975-76	1974-75	1973-74	1972-73	1971-72	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60	1958-59	1957-58	1956-57	1955-56	1954-55	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49	1947-48	1946-47	1945-46	1944-45	1943-44	1942-43	1941-42	1940-41	1939-40	1938-39	1937-38	1936-37	1935-36	1934-35	1933-34	1932-33	1931-32	1930-31	1929-30	1928-29	1927-28	1926-27	1925-26	1924-25	1923-24	1922-23	1921-22	1920-21	1919-20	1918-19	1917-18	1916-17	1915-16	1914-15	1913-14	1912-13	1911-12	1910-11	1909-10	1908-09	1907-08	1906-07	1905-06	1904-05	1903-04	1902-03	1901-02	1900-01	1899-00	1898-99	1897-98	1896-97	1895-96	1894-95	1893-94	1892-93	1891-92	1890-91	1889-90	1888-89	1887-88	1886-87	1885-86	1884-85	1883-84	1882-83	1881-82	1880-81	1879-80	1878-79	1877-78	1876-77	1875-76	1874-75	1873-74	1872-73	1871-72	1870-71	1869-70	1868-69	1867-68	1866-67	1865-66	1864-65	1863-64	1862-63	1861-62	1860-61	1859-60	1858-59	1857-58	1856-57	1855-56	1854-55	1853-54	1852-53	1851-52	1850-51	1849-50	1848-49	1847-48	1846-47	1845-46	1844-45	1843-44	1842-43	1841-42	1840-41	1839-40	1838-39	1837-38	1836-37	1835-36	1834-35	1833-34	1832-33	1831-32	1830-31	1829-30	1828-29	1827-28	1826-27	1825-26	1824-25	1823-24	1822-23	1821-22	1820-21	1819-20	1818-19	1817-18	1816-17	1815-16	1814-15	1813-14	1812-13	1811-12	1810-11	1809-10	1808-09	1807-08	1806-07	1805-06	1804-05	1803-04	1802-03	1801-02	1800-01	1799-00	1798-99	1797-98	1796-97	1795-96	1794-95	1793-94	1792-93	1791-92	1790-91	1789-90	1788-89	1787-88	1786-87	1785-86	1784-85	1783-84	1782-83	1781-82	1780-81	1779-80	1778-79	1777-78	1776-77	1775-76	1774-75	1773-74	1772-73	1771-72	1770-71	1769-70	1768-69	1767-68	1766-67	1765-66	1764-65	1763-64	1762-63	1761-62	1760-61	1759-60	1758-59	1757-58	1756-57	1755-56	1754-55	1753-54	1752-53	1751-52	1750-51	1749-50	1748-49	1747-48	1746-47	1745-46	1744-45	1743-44	1742-43	1741-42	1740-41	1739-40	1738-39	1737-38	1736-37	1735-36	1734-35	1733-34	1732-33	1731-32	1730-31	1729-30	1728-29	1727-28	1726-27	1725-26	1724-25	1723-24	1722-23	1721-22	1720-21	1719-20	1718-19	1717-18	1716-17	1715-16	1714-15	1713-14	1712-13	1711-12	1710-11	1709-10	1708-09	1707-08	1706-07	1705-06	1704-05	1703-04	1702-03	1701-02	1700-01	1699-00	1698-99	1697-98	1696-97	1695-96	1694-95	1693-94	1692-93	1691-92	1690-91	1689-90	1688-89	1687-88	1686-87	1685-86	1684-85	1683-84	1682-83	1681-82	1680-81	1679-80	1678-79	1677-78	1676-77	1675-76	1674-75	1673-74	1672-73	1671-72	1670-71	1669-70	1668-69	1667-68	1666-67	1665-66	1664-65	1663-64	1662-63	1661-62	1660-61	1659-60	1658-59	1657-58	1656-57	1655-56	1654-55	1653-54	1652-53	1651-52	1650-51	1649-50	1648-49	1647-48	1646-47	1645-46	1644-45	1643-44	1642-43	1641-42	1640-41	1639-40	1638-39	1637-38	1636-37	1635-36	1634-35	1633-34	1632-33	1631-32	1630-31	1629-30	1628-29	1627-28	1626-27	1625-26	1624-25	1623-24	1622-23	1621-22	1620-21	1619-20	1618-19	1617-18	1616-17	1615-16	1614-15	1613-14	1612-13	1611-12	1610-11	1609-10	1608-09	1607-08	1606-07	1605-06	1604-05	1603-04	1602-03	1601-02	1600-01	1599-00	1598-99	1597-98	1596-97	1595-96	1594-95	1593-94	1592-93	1591-92	1590-91	1589-90	1588-89	1587-88	1586-87	1585-86	1584-85	1583-84	1582-83	1581-82	1580-81	1579-80	1578-79	1577-78	1576-77	1575-76	1574-75	1573-74	1572-73	1571-72	1570-71	1569-70	1568-69	1567-68	1566-67	1565-66	1564-65	1563-64	1562-63	1561-62	1560-61	1559-60	1558-59	1557-58	1556-57	1555-56	1554-55	1553-54	1552-53	1551-52	1550-51	1549-50	1548-49	1547-48	1546-47	1545-46	1544-45	1543-44	1542-43	1541-42	1540-41	1539-40	1538-39	1537-38	1536-37	1535-36	1534-35	1533-34	1532-33	1531-32	1530-31	1529-30	1528-29	1527-28	1526-27	1525-26	1524-25	1523-24	1522-23	1521-22	1520-21	1519-20	1518-19	1517-18	1516-17	1515-16	1514-15	1513-14	1512-13	1511-12	1510-11	1509-10	1508-09	1507-08	1506-07	1505-06	1504-05	1503-04	1502-03	1501-02	1500-01	1499-00	1498-99	1497-98	1496-97	1495-96	1494-95	1493-94	1492-93	1491-92	1490-91	1489-90	1488-89	1487-88	1486-87	1485-86	1484-85	1483-84	1482-83	1481-82	1480-81	1479-80	1478-79	1477-78	1476-77	1475-76	1474-75	1473-74	1472-73	1471-72	1470-71	1469-70	1468-69	1467-68	1466-67	1465-66	1464-65	1463-64	1462-63	1461-62	1460-61	1459-60	1458-59	1457-58	1456-57	1455-56	1454-55	1453-54	1452-53	1451-52	1450-51	1449-50	1448-49	1447-48	1446-47	1445-46	1444-45	1443-44	1442-43	1441-42	1440-41	1439-40	1438-39	1437-38	1436-37	1435-36	1434-35	1433-34	1432-33	1431-32	1430-31	1429-30	1428-29	1427-28	1426-27	1425-26	1424-25	1423-24	1422-23	1421-22	1420-21	1419-20	1418-19	1417-18	1416-17	1415-16	1414-15	1413-14	1412-13	1411-12	1410-11	1409-10	1408-09	1407-08	1406-07	1405-06	1404-05	1403-04	1402-03	1401-02	1400-01	1399-00	1398-99	1397-98	1396-97	1395-96	1394-95	1393-94	1392-93	1391-92	1390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Looking Ahead

SY14-15

- Release Parent Portal
- Continued implementation:
 - Recognition School rewards & working group
 - School improvement plans for Focus & Priority Schools
 - 6 Priority Strategies for all schools
- Update Board/Strategic Plan scorecard

Process Improvements

- Expediting timeline for data access
- Improving reports
- Training and support to use data

Renewal/Amendment

- Adjustments due to transition in assessments
- Stakeholder engagement process
- Improvements via amendment / renewal



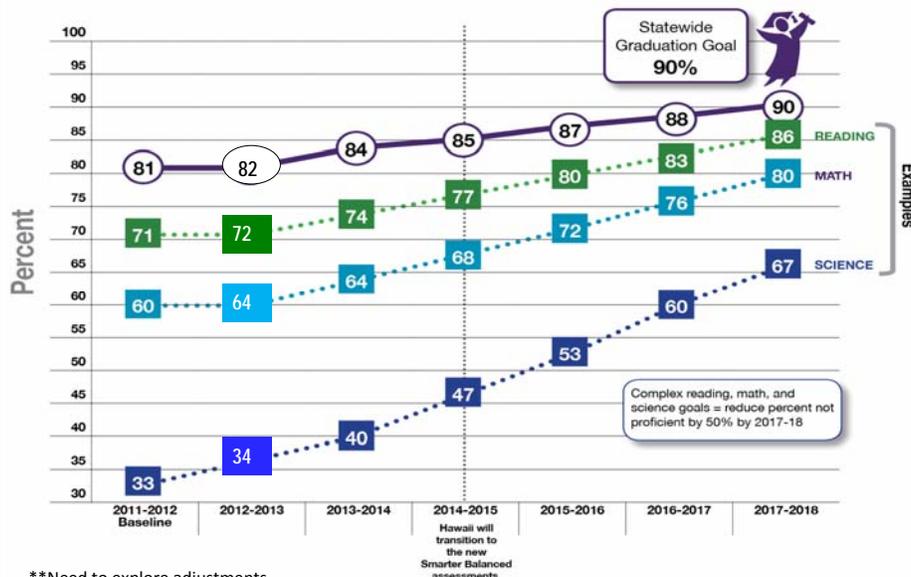
REFERENCE SLIDES



Strive HI replaces ineffective and outdated components of NCLB

No Child Left Behind (2002-12)		Strive HI Performance System (2013 -)	
<u>Federal government</u> designed system based on outdated approach to school reform	Designed by?	<u>Hawaii stakeholders</u> designed system to align to BOE/DOE State Strategic Plan	
<u>Proficiency</u> in reading & math	Focus?	<u>Readiness for college & careers</u>	
<u>Adequate Yearly Progress (AYP)</u> measured school performance based mostly on 1 test, the Hawaii State Assessment (HSA) <u>reading & math scores</u> in grades 3-10	Metrics?	<u>Strive HI performance Index</u> measures school <u>performance & progress, using multiple measures</u>	
All schools are held accountable for meeting <u>one national, aspirational</u> target (regardless of current challenges)	Targets?	Each school held accountable for meeting <u>ambitious & attainable goals that are customized</u> to each school complex (based on current performance)	
Schools held accountable for performance of <u>student subgroups that do not fully reflect Hawaii's student population</u>	Students included?	All schools held accountable for performance of <u>all of Hawaii's students</u> & student subgroups that reflect state's student population	
Required <u>federally-designed, one-size-fits-all interventions for low-performing schools</u>	System of supports?	Customized rewards, support & interventions proven successful in Hawaii's schools and based on <u>5 Strive HI Steps</u> Support all schools to implement <u>6 Priority Strategies</u>	

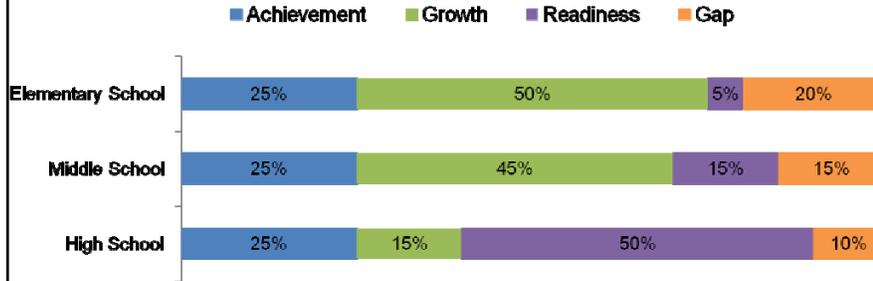
Strive HI Goals & Targets



**Need to explore adjustments in context of test transition

Strive HI Performance Index Weights

Indicators are weighted differently for elementary, middle, and high schools to reflect the appropriate role in the K-12 continuum.



*Combination schools (e.g. K-12, 6 – 12, K – 8) are treated according to the highest grade span for which they can calculate the readiness indicators. For example, K-12 and 6 -12 schools are treated as high schools; K-8 schools are treated as middle schools.



Point distribution by school type

Elementary Schools			
Achievement (100 points)	Reading proficiency (40 points)	Math proficiency (40 points)	Science proficiency (20 points)
Growth (200 points)	Reading growth (100 points)	Math growth (100 points)	
Readiness (20 points)	Chronic absenteeism (20 points)		
Achievement Gap (80 points)	Current Year Gap Rate (40 points)	2-Year Gap Reduction Rate (40 points)	

Middle Schools			
Achievement (100 points)	Reading proficiency (40 points)	Math proficiency (40 points)	Science proficiency (20 points)
Growth (180 points)	Reading growth (90 points)	Math growth (90 points)	
Readiness (60 points)	8 th grade ACT/Explore (60 points)		
Achievement Gap (60 points)	Current Year Gap Rate (30 points)	2-Year Gap Reduction Rate (30 points)	

High Schools			
Achievement (100 points)	Reading proficiency (40 points)	Math proficiency (40 points)	Science proficiency (20 points)
Growth (60 points)	Reading growth (30 points)	Math growth (30 points)	
Readiness (200 points)	11 th grade ACT (90 points)	Graduation Rate (100 points)	College-Going Rate (10 points)
Achievement Gap (40 points)	Current Year Gap Rate (20 points)	2-Year Gap Reduction Rate (20 points)	

Schools classifications: Strive HI Steps

Schools are classified based on Index scores & additional factors and receive targeted rewards & support.

		STATE INTERVENTIONS AND INVOLVEMENT
(1) RECOGNITION	TOP 5% OF SCHOOLS Only the highest-performing and highest-growth schools in achievement, graduation rates, and achievement gaps are eligible.	Very Low
(2) CONTINUOUS IMPROVEMENT	MAJORITY (75-85%) OF SCHOOLS Remainder of schools following identification of Priority, Focus, and Recognition Schools	Low
(3) FOCUS	NEXT LOWEST 10% OF SCHOOLS Low achievement, low graduation rates, or large within school achievement or graduation rate gaps	High
(4) PRIORITY	LOWEST 5% Persistently low achievement, persistently low graduation rates, or schools in School Improvement Grants (SIG) Program	Very High
(5) SUPT'S ZONE	Deputy Superintendent, as Chief Academic Officer, designates a subset of Priority schools into Superintendent's Zone based on persistent inability to meet performance targets over time.	Extremely High



Schools classifications: additional factors

In addition to overall Index score, the following criteria and triggers factor into school classifications

(1) RECOGNITION	<p><u>Recognition Criteria – High Performance:</u></p> <ul style="list-style-type: none"> All student groups met or exceed targets Grad rates=top 10% Gap rate < 30% 	<p><u>Recognition Criteria - High Progress:</u></p> <ul style="list-style-type: none"> All students proficiency increased >15% over 3 years Grad rates (top 10% of schools with increase of 10% over 3years) Gap reduction rate >10% over 3 years
(2) CONTINUOUS IMPROVEMENT		
(3) FOCUS	<p><u>FOCUS triggers</u></p> <ul style="list-style-type: none"> Large grad gap (20%+) Large Achievement gap (50%+) Low graduation rate (<70% 2 cons. Years) 	
(4) PRIORITY	<p><u>PRIORITY triggers</u></p> <ul style="list-style-type: none"> Implementing SIG grant Low graduation rate (<70% 3 cons. years) 	
(5) SUPT'S ZONE		



Achievement

The proportion of students who scored proficient or higher on the state assessments.

- Reading and Math: transitioning to new tests
 - SY13-14: The “bridge” assessment: a subset of the HSA questions that are Common Core-aligned
 - SY14-15: Common Core-aligned Smarter Balanced Assessment
 - The transition to new standards and assessments means we should expect a new baseline.
- Science: Hawaii State Assessment and Biology End-of-Course exam

Student Growth

Similar to a pediatrician's growth chart, Student Growth Percentile (SGP) helps us understand a student's growth on state tests relative to other students who scored similarly in the past.

- Students receive an individual SGP. For example, a 5th grade student with an SGP of 87 performed better on the 5th grade assessment than 87 percent of the students who score similar to her in the 4th grade.
- Schools receive a median (or middle) student's growth score.
 - Half of the students in the school had higher growth than the median, and half had lower growth.
 - A growth percentile of 50 is sometimes understood as a year's worth of progress.
- Growth can be measured this way even when different tests are used from one year to the next.
 - (Consider a group of students who *walked a 10 minute mile* last year (they were performance peers). How fast did they *run*

Chronic Absenteeism

- The proportion of elementary students in the school who missed 15 or more days last year
 - All absences (excused and unexcused) count
 - Kindergarten didn't count this year because it wasn't yet mandatory
- National & local research = students who miss large portions of school are more likely to fall behind academically

8th Grade ACT / Explore Exam

- The proportion of students who earned a composite score of 15 or more (out of 25) on the 8th grade ACT/Explore exam.*
- This test predicts success on the ACT, which helps benchmark college-readiness.
- 8th grade EXPLORE being discontinued: will revisit options for Hawaii in context of other potential changes

*Last year the data were reported as the median Explore score

Readiness: High School

11th Grade ACT

Percentage of students earning a 19 (out of 36) on the ACT, which is the threshold for success in UH courses

Graduation Rate

Percentage of students who graduate in *four years or less* with a *regular diploma*

College- Going Rate

Percentage of graduates who enroll in any college (2- or 4-year, throughout the country) within 16 months of graduating high school



Achievement Gap

Achievement gaps in reading and math are calculated in the current year and over time between ***High-Needs Students*** (students who are learning English, economically disadvantaged or have disabilities) and ***non High-Needs Students***.

Current Gap Rate =
most recent gap

(A smaller gap rate is better)

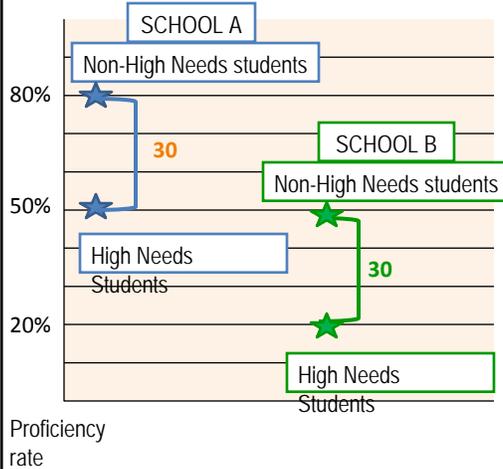
Two-Year Gap Reduction Rate
= how much gap has closed
over the past 2 years.

(A higher gap closing rate is better).



Current Year Gap Rate

The Index uses GAP RATE to differentiate between schools with equal GAPS but different PROFICIENCY RATES. The GAP RATE is a ratio: the gap between the two groups as compared to the proficiency of the Non-High Needs Student group.



Current Year GAP RATE:

$$\frac{(\text{Non-High Needs Students proficiency}) - (\text{High Needs Students proficiency})}{(\text{Non-High Needs Students proficiency})}$$

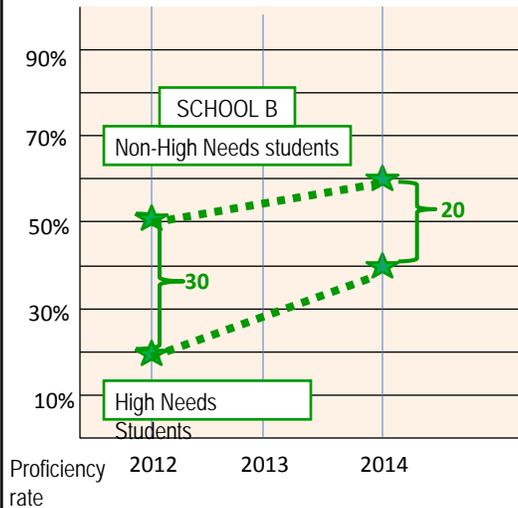
SCHOOL A = 38%

SCHOOL B = 60%



Two-Year Gap Reduction Rate

The Two-Year Gap Reduction Rate compares the Gap Rates over time. A higher Gap Reduction Rate means we're closing the gap faster.



2014 Gap Rate: 60%
2012 Gap Rate: 33%

$$\frac{2012 \text{ Gap Rate} - 2014 \text{ Gap Rate}}{2012 \text{ Gap Rate}}$$

2 Year Gap Reduction Rate = 45

