

TITLE I

Title I, Part A of the Elementary and Secondary Act (ESEA), provides supplemental funding to districts and schools with high numbers or percentages of children from low-income families. Title I provides additional support to students who are performing below grade level in math and/or reading in high poverty schools.

SCHOOLWIDE PROGRAM (SWP)

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficiency and advanced levels of achievement on state academic standards.

MULTIPLE MEASUREMENT RATINGS (MMR)

MMR is the new accountability reporting system under the Minnesota ESEA Waiver, also known as the No Child Left Behind Waiver. It consists of four equally weighted measures to determine school performance: proficiency, growth, achievement gap reduction, and graduation rates (high schools only).

Proficiency: The proficiency index rate of each student group is compared to the established targets. Minnesota set a goal to close the achievement gap in half in six years, and the targets will continue to increase each year up to 2017. The Proficiency Domain uses the weighted percentage of students groups that meet the target, and the weighting is based on the size of the student groups with larger student groups being weighed more heavily in the score.

Growth: The Growth Domain measures the ability of schools to get students to meet or exceed expected growth. A positive average growth score indicates that the students are making more growth than what is expected, and a negative average growth score indicates that the students are making less growth than what is expected.

Achievement Gap Reduction: The Achievement Gap Reduction Domain measures the ability of schools to get higher levels of growth from lower-performing student groups than statewide average growth for higher-performing groups.

Graduation: The graduation rate for each student group is compared to the 90% graduation rate target. Schools can meet the 90% graduation rate target using a four-, five-, or six-year rate as well as through improvement over the prior year.

The schools that receive Title I funds are eligible for one of the five school designations: Reward, Celebration Eligible and Continuous Improvement, Focus and Priority.

PRIORITY, FOCUS AND REWARD SCHOOLS

Using the results of the Multiple Measurements Rating (MMR) and Focus Rating (FR), Title I schools can fall into five groups.

Reward Schools: These schools are the top 15 percent of Title I schools based on the MMR. They represent the highest-performing schools on the four domains in the MMR. Currently, the reward for these schools mainly comes through public recognition. MDE plans to share practices from these schools with Priority and Focus schools in an effort to replicate best practices across the state. These schools are identified annually.

Celebration Eligible: These are the 25 percent of schools directly below the Reward school cutoff. These schools may apply to be Celebration schools, and MDE selects approximately 10 percent of Title I schools to receive the Celebration school recognition. Celebration Eligible schools are identified annually, and the application process to become a Celebration school occurs annually.

Continuous Improvement: These are the bottom 25 percent of Title I schools that have not already been identified as Priority or Focus. Continuous Improvement schools must work with their districts to create and implement improvement plans as well as set aside 20 percent of Title I funds to support school improvement efforts. MDE audits 10 percent of Continuous Improvement schools to ensure fidelity. These schools are identified annually.

Focus: All Minnesota schools receive a Focus Rating (FR) that measures their contribution to the state's achievement gap. The 10 percent of Title I schools with the lowest FR are identified as Focus Schools and must work with MDE and the Regional Centers of Excellence to implement interventions aimed at improving the performance of the school's lowest-performing subgroups. Schools are required to set aside 20 percent of Title I funds to support school improvement efforts and notify parents of the school's status. Focus schools are identified every three years.

Priority: These are the 5 percent most persistently low-performing Title I schools based on the MMR. These schools must work with MDE and the Regional Centers of Excellence to implement school improvement plans to make drastic improvements for increased student achievement. Schools are required to set aside 20 percent of Title I funds to support school improvement efforts and notify parents of the school's status. Priority schools are identified every three years.