

## 12 DISCUSSION POINTS 2002 Annual School and District Ratings

Number of Schools Changing Ratings Categories		
	Absolute Ratings	Improvement Ratings
Increased	220 schools (20.6%)	346 schools (32.6%)
Declined	103 schools (9.7%)	376 schools (35.4%)

### Absolute Ratings

	Comparison of Indices			
	2001		2002	
	Mean	Median	Mean	Median
Elementary	2.9	2.9	3.0	3.0
Middle	2.6	2.6	2.7	2.7

1. Absolute performance ratings improved for elementary and middle schools:
  - More schools were rated average, good or excellent
  - 90% of schools at elementary, middle and high schools either maintained or elevated their ratings
2. The number of elementary, middle and high schools with absolute ratings of *below average* or *unsatisfactory* declined.
3. The absolute ratings reflect increases or maintenance in the percentage of students scoring *basic* or *above* on PACT English language arts at grades 4, 5, 7 and 8 and PACT mathematics at grades 4, 5, 6 and 8.
4. Nearly half the schools receiving technical assistance moved out of the *unsatisfactory* category.
5. 34% of schools with poverty composite of 90% or greater earned an absolute rating of *average, good or excellent*. 43% of schools with a poverty composite of 80% or greater earned an absolute rating of *average, good or excellent*.
6. District ratings reflect increases in elementary and middle school PACT performance and declines in the percentage of tenth graders passing all [subtests of the Exit Exam on first attempt. The number of districts earning absolute ratings of *below average* or *unsatisfactory* declined.

### Improvement Ratings

	Comparison of Improvement Indices		
	Elem/ Middle	Elementary	Middle
2000	0.2		
2001	0.014	0.025	-0.009
2002	0.0005	-0.006	0.031

7. Improvement ratings in 35% of schools are lower in 2002 than in 2001, reflecting declines in the level of individual student and student cohort performance as they move through the grades .

8. Improvement ratings in middle schools benefit from gains on PACT mathematics at grades 6 and 8.
9. Declines in elementary school improvement ratings reflect changes in PACT performance as students move through school. This is reflected in the PACT English language arts as lower percentages of students score *proficient or advanced* in grades 4 and 5 (over 50 percent of schools saw declines in the percentage of students scoring proficient or advanced on PACT English language arts and over 30 percent of schools saw declines in the percentage of students scoring proficient or advanced on PACT mathematics).
10. Declines in high school improvement ratings can be linked to the decline in the percentage of students passing all subtests of the Exit Exam on first attempt.
11. 126 schools improvement ratings were boosted by an incentive for gains achieved with historically underachieving groups of students, an increase over 2001's 110 schools.
12. Nearly 38% of schools with a poverty composite of 90% or greater earned an improvement rating of *average, good or excellent*. 41% of schools with a poverty composite of 80% or greater earned an improvement rating of *average, good or excellent*.

### **Critical Issues**

Exercising patience to solve historical underachievement and continuing to support improvement strategies

Retaining and supporting teachers working in challenging circumstances

Sustaining the gains in ratings and student performance made by schools emerging from unsatisfactory status

Increasing the percentages of students scoring proficient and advanced and maintaining the performance level of students once they score proficient or advanced

Preparing students for the new Exit Exam (2004)

Utilizing the student performance data to understand how schools and the public education system can improve

Meeting the challenges of increases in ratings rigor beginning in 2004 and the requirements of No Child Left Behind