

EDUCATION REFORM NOW

SCHOOL INTERVENTIONS IN NEW YORK STATE:

ABANDONING STUDENTS IN THE WORST-PERFORMING SCHOOLS

By Nicole Brisbane, Marianne Lombardo, and Charles Barone

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EXECUTIVE SUMMARY

This past Spring, State Commissioner of Education MaryEllen Elia raised the quality ratings of more than half of New York State's previously identified failing and persistently failing public schools. That sounds like good news, but it's not.

Of 145 'struggling' or 'persistently struggling' schools in New York State, 70 were assigned higher and more acceptable quality designations. We decided to take a close look at the performance of those 70 schools.

Most made shockingly minimal progress. Of the elementary and middle schools taken off the persistently struggling list, the average English/Language Arts (ELA) proficiency rate went from 7% students proficient in 2014 to just 9% proficient in 2015.

A number of re-designated schools made *zero progress* in raising student proficiency or high school graduation rates. Some actually saw *declines* on these outcomes.

The significance of New York State and Commissioner Elia's questionable re-rating of failing and persistently failing schools is not one simply of truth in advertising.

State school quality designations typically drive targeted funding linked to commensurately intensive interventions designed to boost student academic proficiency, raise high school graduation rates, and narrow achievement gaps.

The receivership turnaround model – reserved only for persistently struggling and struggling schools – includes, for example, the provision of a full array of school-based resources to children and their families including health care, counseling, nutrition, and job preparation.

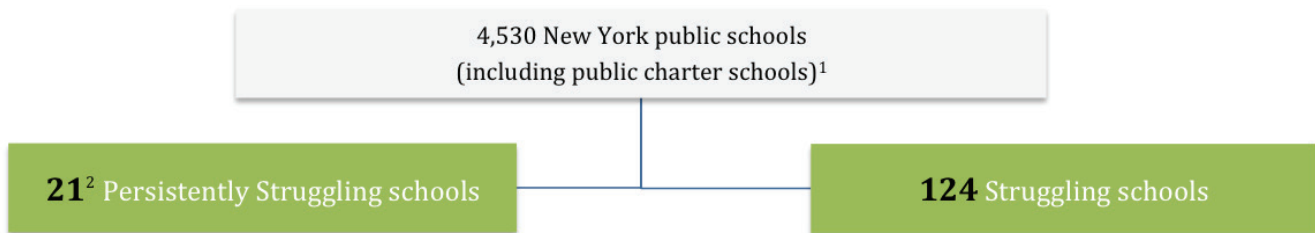
We understand the political pressures the State Department of Education is under to remove “failing” or “struggling” designations from schools. Receivership opens the door to big changes in school policy that are not otherwise possible. It's much easier to ask schools to tinker around the edges.

But if New York State continues the practice of limiting policy options for students stuck in abysmally performing schools, the state is almost certain to continue its slump in student academic progress of the past few years. And children, disproportionately low-income and minority children, will suffer the consequences.

INTRODUCTION

New York, like all states, has several different ways of identifying and categorizing schools in need of improvement. **Priority Schools** are those elementary, middle, and high schools that are the lowest-performing 5 percent of schools in the state as well as high schools with graduation rates below 60 percent. **Focus schools** are those schools where one or more historically disadvantaged groups of students are achieving well below the level of their more advantaged peers.

The state works with priority and focus schools, and their corresponding districts, to pursue school turnaround strategies. These interventions are often coupled with funding from the federal School Improvement Grant program, the state's Title I set-aside, or other sources. Interventions in priority and focus schools range greatly in their intensiveness, but generally tend to be fairly modest.



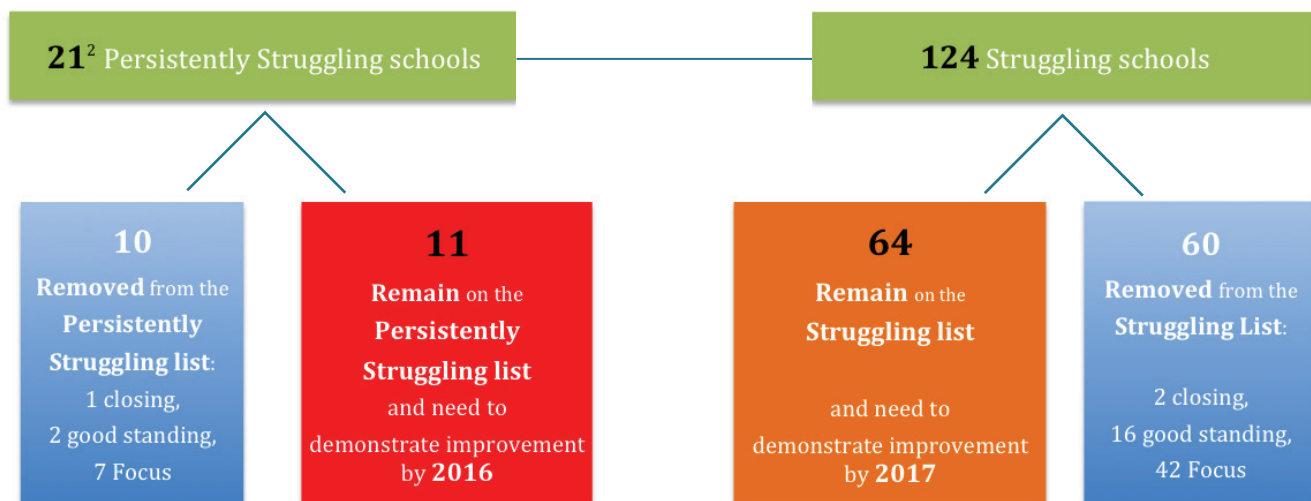
In 2015, New York State passed a law establishing two new categories of schools which, compared to priority and focus schools, warrant more fundamental change in one or more areas including governance, school leadership and staffing, collective bargaining agreements, parent and community engagement, social and emotional developmental health of students, district support, and fiscal resources.

The two categories are: 1) **Failing schools** and 2) **Persistently failing schools** (sometimes referred to by the State as “struggling” or “persistently struggling” schools). **Failing schools are essentially priority schools** that the state may choose to put into receivership. **Persistently failing schools are schools that have been low**

performing for ten consecutive years that go into district receivership for one year and, if they do not sufficiently improve, are put into receivership under an independent entity.

Last year, 21 schools were designated as “*Persistently Struggling*” and 124 were designated as “*Struggling*.”

This year, the New York State Education Department (NYSED) chose to remove 10 schools from the persistently struggling list and 60 schools from the struggling list. Our analysis, however, shows that most of these schools made shockingly minimal progress and, in some cases, made either no progress at all or actually fell further behind.



Persistently Struggling Schools

Of the 6 formerly Persistently Struggling Elementary/Middle Schools Removed from the List, 1 Closed, and at the Remaining 5:

- The average English/Language Arts (ELA) proficiency rate went from 7% students proficient in 2014 to just 9% proficient in 2015. Increases at each school ranged from only 1 to 3 percentage points.
- In a school where 537 children were assessed, this means a mere increase between 2014 and 2015 of only 5 students who are proficient in ELA, while roughly 445 students (83%) remain below proficiency.
- The average Math proficiency rate went from 5% of students proficient in 2014 to 8% proficient in 2015. The average percentage point increase was 4; increases ranged from 1 to 11 percentage points.

Of the 4 formerly Persistently Struggling High Schools Removed from the List:

- 2 schools had 2015 grad rates that were still below 60%.
- 1 high school removed from the list had a decrease in grad rates between 2014 and 2015.

These schools are in the bottom 0.4% (point-four percent) of all schools in the state. They are, by any definition, still *persistently* failing/struggling schools for which the widest array of possible interventions should be open, i.e., through receivership, to leverage optimal improvement.

IN ONE SCHOOL WHERE 537 CHILDREN WERE ASSESSED, THIS MEANS A MERE INCREASE BETWEEN 2014 AND 2015 OF ONLY 5 STUDENTS WHO ARE PROFICIENT IN ELA, WHILE ROUGHLY 445 STUDENTS (83%) REMAIN BELOW PROFICIENCY.

Struggling Schools

Of the 44 Struggling Elementary/Middle Schools Removed from the Struggling List

- The average ELA proficiency rate went from 6% in 2014 to 8% in 2015; averaging a 1 percentage point increase, ranging from -4 (negative four) to +8 percentage points;
- The average math proficiency rate went from 8% in 2014 to 9% in 2015; averaging a 2 percentage point increase, ranging from -5 (negative five) to +9 percentage points.
- In 25 schools, ELA proficiency rates decreased, stayed the same or increased by 1 percentage point.
- In 15 schools, math proficiency rates decreased, stayed the same or increased by 1 percentage point.
- The test participation rate decreased at least 10 percentage points in 6 schools for ELA and in 8 schools for math.

OUR ANALYSIS SHOWS THAT MOST OF THE SCHOOLS REMOVED FROM RECEIVERSHIP MADE SHOCKINGLY MINIMAL PROGRESS AND, IN SOME CASES, MADE EITHER NO PROGRESS AT ALL OR ACTUALLY FELL FURTHER BEHIND.

Of the 16 Struggling High Schools Removed from the List:³

- 8 schools had 2015 graduation rates below 60%. One had an 8% graduation rate.
- 4 schools had 2015 graduation rates that stayed the same or decreased from 2014.
- The average 2015 graduation rate was 53%, an increase of 5% over the average 48% rate in 2014.

The Bigger Picture⁴

The removal of 70 schools from New York’s potential receivership list (10 removed from the persistently struggling schools list and 60 removed from the struggling schools list) places a vast number of students in academic jeopardy.

- In making these decisions, New York leaders have written off the **92%** of students in the removed schools that do not have the ELA and math skills needed to succeed in college, the workforce, and society.
- The average ELA and math proficiency rates at schools taken off the two potential receivership lists – schools with **consistent low performance** over three or **ten** years – was 8%.
- The removed schools made minimal progress – typically increasing proficiency rates 1 or 2 percentage points – and don’t look much different than schools that stayed on the list.

In some cases, schools were removed not because they increased student proficiency and outcomes, but because other schools did worse.

The lack of concern about academic progress in grades 3-8 is also seen in the lower graduation rate expectations in the high schools removed from the list.

- Ten of the *removed* high schools had graduation rates lower than the 60% criterion (this means that by definition they should still be on the struggling schools list); and,
- Five of the removed high schools had grad rates that *decreased* or stayed the same from 2014.

We understand the political pressures the State Department of Education is under to exempt schools from having to undertake fundamental changes to their policies. It’s much easier to ask schools to tinker around the edges. Nonetheless, the State must keep in mind the school receivership designation was created to provide policymakers with the full array of tools and approaches needed to improve schools that, by any measure, are failing not just marginally but virtually universally in providing their students the opportunity to learn and achieve to their utmost potential.

The unavoidable fact is that the New York State Education Department is abandoning students in many of the most persistently failing schools in the state by re-designating their schools in a way that either slows school improvement efforts down or brings them to a halt completely.

If the state continues this practice, it is almost certain to continue the slump in student progress of the past few years. The state should revisit its school grading and intervention policies when it prepares its new plan pursuant to the Every Student Succeeds Act (ESSA).

A SCHOOL RECEIVER IS GRANTED AUTHORITY TO DEVELOP A SCHOOL INTERVENTION PLAN, INCLUDING CONVERTING SCHOOLS TO COMMUNITY SCHOOLS PROVIDING WRAP-AROUND SERVICES.

Appendices

The tables below summarize proficiency data and overall student test participation data for the 145 schools identified as persistently struggling or struggling in 2015.

TABLES for the 21 Schools ID'd in 2015 as *Persistently Struggling Schools*

Table 1. **2015 Persistently Struggling Elementary & Middle Schools Removed from List in 2016**, % proficient (percentage in parenthesis is the test participation rate for students Overall, bold where $\leq 85\%$)⁵

	Elementary and Middle Schools	2014 ELA Overall	2015 ELA Overall	2015 ELA Black	2015 ELA EconDis	2014 Math Overall	2015 Math Overall	2015 Math Black	2015 Math EconDis	2016 Status
1	PS 64 Pura Belpre									Closing
2	PS 328 Phyllis Wheatley	4% (89%)	6% (93%)	7%	-	4% (91%)	15% (98%)	18%	-	Good Standing
3	Buffalo School of Technology	4% (92%)	5% (86%)	4%	5%	4% (100%)	5% (86%)	3%	5%	Focus
4	Grant Middle	6% (92%)	8% (87%)	5%	6%	5% (91%)	7% (80%)	3%	6%	Focus
5	JHS 80 Mosholu Parkway	5% (94%)	8% (89%)	8%	8%	5% (100%)	6% (98%)	5%	6%	Focus
6	William S Hackett Middle	16% (95%)	17% (85%)	10%	8%	6% (88%)	9% (67%)	4%	5%	Focus

Table 2. **2015 Persistently Struggling High Schools Removed from List in 2016**, 4-year Graduation Rate (2015 grad rates < 60% bold)⁶

	High Schools	2014 Overall	2015 Overall	2014 Black	2015 Black	2014 EconDis	2015 EconDis	2016 Status
1	Automotive	49%	46%	51%	42%	49%	45%	Focus
2	Burgard	39%	44%	42%	46%	41%	44%	Focus
3	South Park	55%	61%	46%	64%	50%	64%	Focus
4	Roosevelt	59%	73%	53%	73%	56%	71%	Good Standing

Table 3. **2015 Persistently Struggling Elementary & Middle Schools Remaining On List in 2016**, % proficient (percentage in parenthesis is the test participation rate for students Overall, bold where $\leq 85\%$)

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2015 ELA Black	2015 ELA EconDis	2014 Math Overall	2015 Math Overall	2015 Math Black	2015 Math EconDis	2016 Status
1	JHS 162 Rodriguez De Tio	4% (92%)	5% (87%)	3%	4%	3% (97%)	3% (93%)	—	3%	Re-identified Priority
2	JHS 22 Jordan Mott	6% (87%)	5% (88%)	5%	5%	1% (87%)	3% (92%)	2%	3%	Re-identified Priority
3	IS 117 Joseph Wade	5% (93%)	5% (89%)	5%	5%	5% (97%)	5% (95%)	6%	5%	Re-identified Priority
4	MJ Daniel Futures PR	1% (91%)	1% (82%)	0%	1%	0% (90%)	2% (82%)	1%	2%	Re-identified Priority
5	W Hertel Elementary	6% (91%)	5% (86%)	3%	5%	7% (95%)	6% (88%)	3%	6%	Re-identified Priority
6	School 9-Dr ML King Jr	2% (93%)	2% (92%)	1%	2%	5% (97%)	5% (91%)	6%	5%	Re-identified Priority
7	East Lower	2% (94%)	2% (81%)	2%	2%	1% (97%)	1% (74%)	0%	1%	Re-identified Priority

Table 4. **2015 Persistently Struggling High Schools Remaining on List in 2016**, 4-year Graduation Rate (2015 grad rates < 60% bold)

High Schools		2014 Overall	2015 Overall	2014 Black	2015 Black	2014 EconDis	2015 EconDis	2016 Status
1	Hempstead	43%	42%	—	49%	55%	55%	Re-identified Priority
2	Charlotte	26%	42%	19%	36%	20%	42%	Re-identified Priority
3	East High School	39%	42%	39%	43%	38%	43%	Re-identified Priority
4	James Monroe	35%	48%	—	50%	34%	49%	Re-identified Priority

TABLES for the 124 schools ID'd in 2015 as *Struggling Schools*

Table 5. **2015 Struggling Elementary and Middle Schools Removed from List in 2016**, % proficient (percentage in parenthesis is the test participation rate for students Overall, bold where $\leq 85\%$)

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2015 ELA Black	2015 ELA EconDis	2014 Math Overall	2015 Math Overall	2015 Math Black	2015 Math EconDis	2016 Status
1	Angelo Patri Middle	7% (90%)	8% (92%)	5%	8%	7% (98%)	5% (99%)	5%	5%	Focus
2	Bellevue Elementary	4% (92%)	4% (90%)	1%	3%	11% (89%)	11% (88%)	11%	12%	Focus
3	Bilingual Center	8% (94%)	8% (84%)	0%	8%	9% (95%)	13% (85%)	5%	14%	Focus
4	East Flatbush	4% (91%)	8% (86%)	8%	8%	7% (91%)	11% (86%)	11%	13%	Good Standing
5	Enrico Fermi-Arts	7% (94%)	11% (90%)	7%	12%	15% (99%)	17% (98%)	18%	18%	Good Standing
6	Fannie Lou Hamer	8% (92%)	11% (90%)	11%	12%	10% (94%)	8% (93%)	6%	9%	Focus
7	Foundations									Closing
8	Franklin Elementary	8% (91%)	8% (91%)	5%	8%	10% (94%)	11% (91%)	6%	10%	Good Standing
9	F Douglass Academy II	12% (84%)	19% (78%)	16%	22%	6% (90%)	11% (80%)	12%	13%	Good Standing
10	Globe									Closing
11	Hamilton	11% (98%)	12% (92%)	5%	12%	10% (98%)	12% (94%)	4%	11%	Focus
12	Harriet R Tubman	1% (92%)	2% (93%)	2%	2%	1% (89%)	6% (92%)	4%	6%	Focus
13	Henry Street	3% (91%)	3% (69%)	0%	—	4% (87%)	3% (71%)	0%	—	Focus
14	Highgate Heights	5% (99%)	6% (85%)	5%	5%	3% (98%)	5% (81%)	5%	5%	Focus
15	Hughes Elementary	4% (85%)	5% (79%)	3%	6%	6% (86%)	8% (77%)	4%	8%	Good Standing
16	Hurlbut W Smith K-8	12% (96%)	9% (93%)	7%	7%	11% (91%)	12% (87%)	7%	10%	Focus
17	IS 313 Sc of Lead	4% (85%)	6% (82%)	3%	6%	6% (99%)	5% (90%)	2%	5%	Focus
18	JHS 291 R Hayes	6% (89%)	9% (92%)	7%	10%	6% (91%)	9% (97%)	4%	9%	Focus
19	JHS 8 R Grossley	12% (94%)	12% (95%)	8%	12%	10% (96%)	5% (92%)	2%	5%	Focus

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2015 ELA Black	2015 ELA EconDis	2014 Math Overall	2015 Math Overall	2015 Math Black	2015 Math EconDis	2016 Status
20	Martin L. King	5% (92%)	13% (88%)	8%	--	9% (96%)	18% (87%)	6%	—	Focus
21	MS 53 B Piccolo	6% (98%)	7% (94%)	9%	8%	3% (100%)	6% (98%)	6%	6%	Focus
22	MS 584 G Woods	2% (79%)	6% (83%)	4%	4%	5% (80%)	6% (83%)	5%	6%	Focus
23	MS 596 Peace Acad	4% (92%)	2% (87%)	0%	—	4% (96%)	10% (87%)	10%	—	Good Standing
24	NW College Prep	2% (92%)	3% (93%)	3%	3%	2% (86%)	0% (79%)	0%	0%	Focus
25	Porter Elem	2% (97%)	5% (98%)	4%	4%	8% (100%)	8% (100%)	0%	7%	Focus
26	PS 123 M Jackson	8% (96%)	7% (91%)	8%	8%	4% (98%)	6% (92%)	5%	2%	Focus
27	PS 15 R Clemente	3% (98%)	5% (90%)	4%	--	10% (98%)	12% (93%)	14%	—	Focus
28	PS 17	8% (96%)	11% (94%)	9%	10%	11% (96%)	15% (94%)	12%	15%	Focus
29	PS 66 North Park	4% (97%)	5% (80%)	3%	6%	3% (95%)	8% (73%)	6%	9%	Focus
30	Ralph Reed	12% (96%)	8% (87%)	4%	8%	12% (97%)	12% (73%)	8%	11%	Focus
31	Robert C. Dodson	11% (90%)	13% (89%)	9%	13%	14% (100%)	16% (100%)	16%	16%	Good Standing
32	Roosevelt Middle	8% (95%)	7% (92%)	6%	6%	4% (98%)	4% (93%)	4%	3%	Good Standing
33	Scholastic Academy	12% (99%)	12% (97%)	5%	11%	12% (99%)	9% (96%)	4%	9%	Focus
34	School 13	7% (95%)	7% (93%)	2%	7%	12% (95%)	14% (93%)	7%	15%	Focus
35	School 22 Lincoln	2% (95%)	3% (91%)	—	—	3% (100%)	2% (97%)	—	0%	Focus
36	School 34 Cerulli	5% (91%)	5% (96%)	5%	5%	9% (93%)	8% (96%)	8%	8%	Focus
37	School 44 Lincoln PA	2% (98%)	6% (93%)	4%	6%	6% (98%)	8% (92%)	7%	8%	Good Standing
38	School of Diplomacy	8% (96%)	12% (94%)	16%	12%	5% (98%)	5% (97%)	8%	5%	Focus

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2015 ELA Black	2015 ELA EconDis	2014 Math Overall	2015 Math Overall	2015 Math Black	2015 Math EconDis	2016 Status
39	Seymour Dual Lang	4% (97%)	5% (85%)	1%	6%	4% (100%)	6% (88%)	6%	8%	Focus
40	Temple Hill	14% (98%)	18% (97%)	14%	15%	18% (98%)	24% (93%)	21%	21%	Good Standing
41	Van Duyn	4% (96%)	3% (94%)	3%	3%	4% (95%)	6% (91%)	4%	3%	Focus
42	Waterfront	6% (95%)	9% (90%)	6%	10%	10% (99%)	16% (95%)	12%	16%	Good Standing
43	William B Tecler Arts	11% (90%)	10% (76%)	0%	—	11% (92%)	14% (71%)	—	—	Good Standing
44	Young Leaders	4% (93%)	3% (89%)	—	—	9% (95%)	6% (92%)	—	—	Focus

Table 6. **2015 Struggling High Schools Removed from List in 2016**, 4-year graduation rate (2015 grad rate < 60% bold)

High Schools		2014 Overall	2015 Overall	2014 Black	2015 Black	2014 EconDis	2015 EconDis	2016 Status
1	Nottingham	60%	62%	57%	61%	57%	59%	Focus
2	New Explorers	51%	54%	53%	—	54%	57%	Focus
3	Alfred E. Smith	47%	63%	50%	59%	49%	61%	Good Standing
4	Bronx Visual Arts	48%	50%	42%	70%	48%	56%	Focus
5	Bronxwood Prep	67%	62%	68%	68%	64%	65%	Focus
6	Bushwick Leaders	62%	61%	—	—	62%	61%	Good Standing
7	McKinley Voc	65%	73%	72%	76%	64%	70%	Focus
8	Marta Valle	44%	44%	55%	48%	42%	40%	Focus
9	Grover Cleveland	52%	61%	—	20%	53%	61%	Focus
10	Richmond Hill	49%	52%	45%	52%	53%	56%	Focus
11	John Adams	51%	59%	47%	49%	55%	61%	Focus
12	Poughkeepsie	58%	60%	58%	60%	56%	60%	Focus
13	WEB Dubois*	8%	8%	7%	7%	4%	7%	Focus
14	FDNY Fire Life Safety	64%	69%	66%	70%	62%	71%	Good Standing
15	Aspirations*	7%	15%	2%	14%	7%	16%	Good Standing
16	Dreamyard	40%	59%	—	65%	33%	58%	Focus

* Specialized High Schools for overage, under-credited students.

Table 7. **2015 Struggling Elementary and Middle Schools Remaining on List in 2016**, % proficient (percentage in parenthesis is the test participation rate for students Overall, bold where $\leq 85\%$)

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2014 Math Overall	2015 Math Overall	2016 Status
1	Alverta B Gray Schultz Middle	7% (92%)	6% (83%)	4% (88%)	4% (86%)	Re-identified Priority
2	Bronx Mathematics Prep	6% (91%)	8% (92%)	2% (90%)	3% (95%)	Re-identified Priority
3	Build Academy	3% (96%)	2% (81%)	1% (93%)	2% (77%)	Re-identified Priority
4	Cross Hill Academy	8% (94%)	11% (80%)	7% (96%)	10% (76%)	Re-identified Priority
5	D 'Youville-Porter	6% (94%)	6% (90%)	6% (96%)	6% (87%)	Re-identified Priority
6	Danforth Middle	2% (86%)	1% (83%)	2% (87%)	2% (81%)	Re-identified Priority
7	Davis Middle School	11% (94%)	10% (90%)	5% (94%)	1% (85%)	Re-identified Priority
8	Delaware Academy	2% (94%)	3% (91%)	4% (98%)	5% (92%)	Re-identified Priority
9	Dr. King Elementary	2% (98%)	3% (93%)	8% (98%)	4% (94%)	Re-identified Priority
10	Dr. Lydia T Wright	7% (100%)	4% (87%)	2% (99%)	5% (69%)	Re-identified Priority
11	Dr. Weeks Elementary	7% (96%)	2% (90%)	3% (95%)	6% (92%)	Re-identified Priority
12	Frank Sedita School #30	7% (92%)	7% (79%)	8% (95%)	7% (87%)	Re-identified Priority
13	Frazer K-8	5% (89%)	6% (88%)	7% (90%)	8% (84%)	Re-identified Priority
14	Harvey Austin #97	3% (94%)	3% (87%)	3% (92%)	6% (75%)	Re-identified Priority
15	Herman Badillo	3% (91%)	2% (90%)	4% (100%)	2% (97%)	Re-identified Priority
16	Hunts Point	4% (96%)	7% (83%)	4% (100%)	6% (93%)	Re-identified Priority
17	InterPrep Grov Clev #187	4% (96%)	7% (80%)	7% (97%)	6% (65%)	Re-identified Priority
18	IS 219 New Venture	4% (87%)	1% (86%)	2% (87%)	1% (89%)	Re-identified Priority
19	IS 339	6% (91%)	5% (91%)	6% (95%)	4% (93%)	Re-identified Priority

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2014 Math Overall	2015 Math Overall	2016 Status
20	Juan Morel Campos	2% (90%)	7% (85%)	4% (90%)	4% (78%)	Re-identified Priority
21	Lincoln Middle	6% (90%)	4% (83%)	2% (90%)	3% (72%)	Re-identified Priority
22	Lincoln School	2% (95%)	3% (91%)	3% (100%)	2% (97%)	Re-identified Priority
23	Milton L Olive Middle	7% (92%)	4% (86%)	9% (80%)	2% (78%)	Re-identified Priority
24	MLK Jr. High Tech/Comp	2% (93%)	4% (92%)	5% (93%)	4% (90%)	Re-identified Priority
25	MS 301 Paul Dunbar	5% (94%)	3% (99%)	2% (94%)	3% (100%)	Re-identified Priority
26	Museum School 25	9% (92%)	8% (95%)	13% (93%)	12% (92%)	Re-identified Priority
27	New Millennium Bus Acad	4% (96%)	6% (90%)	4% (96%)	4% (89%)	Re-identified Priority
28	PJ Schuyler Achieve Acad	2% (92%)	5% (93%)	6% (96%)	7% (100%)	Re-identified Priority
29	Poughkeepsie Middle	11% (97%)	9% (86%)	4% (97%)	6% (80%)	Re-identified Priority
30	PS 111 Jacob Blackwell	8% (95%)	8% (93%)	9% (96%)	6% (95%)	Re-identified Priority
31	PS 165 Ida Posner	11% (93%)	10% (80%)	9% (92%)	8% (82%)	Re-identified Priority
32	PS 2	5% (96%)	7% (88%)	5% (94%)	7% (86%)	Re-identified Priority
33	PS 298 Dr. Betty Shabazz	6% (88%)	7% (98%)	2% (89%)	7% (98%)	Re-identified Priority
34	PS 59 Dr. Charles Drew Science Magnet	3% (95%)	5% (91%)	4% (97%)	7% (86%)	Re-identified Priority
35	PS 74 Hamlin Park	5% (95%)	3% (94%)	5% (94%)	2% (93%)	Re-identified Priority
36	PS 85 Great Expectations	4% (91%)	5% (92%)	7% (95%)	8% (95%)	Re-identified Priority
37	PS 92	4% (90%)	5% (85%)	4% (96%)	5% (84%)	Re-identified Priority
38	School 17 Enrico Fermi	2% (93%)	3% (95%)	4% (97%)	3% (96%)	Re-identified Priority
39	School 3 Nath Rochester	4% (97%)	2% (62%)	3% (97%)	1% (53%)	Re-identified Priority

Elementary and Middle Schools		2014 ELA Overall	2015 ELA Overall	2014 Math Overall	2015 Math Overall	2016 Status
40	School 41 Kodak Park	2% (99%)	3% (92%)	5% (98%)	6% (87%)	Re-identified Priority
41	School 45 Mcleod Bethune	2% (92%)	3% (85%)	2% (93%)	8% (78%)	Re-identified Priority
42	School 8 Roberto Clemente	2% (99%)	2% (94%)	2% (99%)	6% (86%)	Re-identified Priority
43	School of Performing Arts	6% (87%)	9% (88%)	4% (90%)	4% (92%)	Re-identified Priority
44	Westside Acad at Blodgett	2% (96%)	1% (84%)	1% (100%)	0% (89%)	Re-identified Priority

Table 8. **2015 Struggling High Schools Remaining on List in 2016**, 4-year graduation rate (2015 grad rate < 60% bold)

High Schools		2014 Overall	2015 Overall	2016 Status
1	Albany HS	52%	55%	Re-identified Priority
2	August Martin	28%	24%	Re-identified Priority
3	Banana Kelly	35%	42%	Re-identified Priority
4	Bennett HS	37%	45%	Re-identified Priority
5	Boys & Girls	40%	50%	Re-identified Priority
6	Bronx Business	38%	38%	Re-identified Priority
7	Cypress Hills	47%	55%	Re-identified Priority
8	DeWitt Clinton	41%	41%	Re-identified Priority
9	East HS	39%	42%	Re-identified Priority
10	Flushing HS	52%	56%	Re-identified Priority
11	Fordham Leadership	47%	55%	Re-identified Priority
12	Foreign Lang Acad	41%	39%	Re-identified Priority
13	Fowler HS	30%	34%	Re-identified Priority
14	Henninger HS	49%	55%	Re-identified Priority
15	Herbert Lehman	48%	35%	Re-identified Priority
16	Lafayette HS	16%	32%	Re-identified Priority
17	Martin Van Buren	49%	53%	Re-identified Priority
18	Monroe Acad Visual Arts	42%	50%	Re-identified Priority
19	Northeast College Prep	19%	36%	Re-identified Priority
20	Riverside Institute of Technology	16%	29%	Re-identified Priority

Endnotes

1. <http://data.nysed.gov>
2. At first, there were 20 schools on NYSED's 2015 Persistently Struggling Schools list. East Lower School then split into two schools, increasing the number of struggling schools to 21, and the total number of persistently struggling and struggling schools to 145.
3. Two of the Struggling High Schools removed from the list are "Transfer" schools (see Table 6.) where four-year graduation rates may not be directly comparable to other high schools since students are overage, under-credited, or have other special circumstances. These schools are included in our analysis, however, because we believe their low graduation rates indicate a need for the resources and policy options available through the receivership process.
4. As bad as this looks, these figures may be hiding even higher rates of failure. It's possible that a drop-off between 2014 and 2015 in the percentage of students tested may be artificially inflating proficiency rates for 2015.

Last year, 20% of New York students statewide opted-out of state testing, with rates higher in white, suburban areas than in urban schools, where the opt-out rate was less than 2%. At the same time, the New York State Education Department noted that students who scored at the lowest (Levels 1 and 2) were more likely to sit out than students who scored at passing levels (Levels 3 & 4) a sign that test difficulty might factor into some parents' decisions.

5. The decision to make the <85% test participation rate bold was simply a judgment call as to where we wanted to draw the reader's attention.
6. We made graduation rates below 60% bold to align with the federal benchmark.

Data from New York School Report Cards <https://data.nysed.gov/> and the New York State Education Department (NYSED) <http://www.nysed.gov/press-state-education-department-identifies-188-priority-schools,-84-focus-districts-and-442-focus-schools-under-federal-accountability-requirements%3B-70-schools-to-be-removed-from-receivership-status-at-end-of-2015-2016-school-year>

Nicole Brisbane is the New York State Director for Education Reform Now

Marianne Lombardo is a Policy Analyst for Education Reform Now

Charles Barone is the Policy Director for Education Reform Now

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