

<b>MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:</b>		<b>February 2017</b>	
REPORT ON POVERTY MEASURE FOR STUDENT ACHIEVEMENT			
<b>STATUTORY AUTHORITY:</b>			
Section 161.092, RSMo		<input type="checkbox"/>	Consent Item
		<input type="checkbox"/>	Action Item
		<input checked="" type="checkbox"/>	Report Item
DEPARTMENT GOAL NO. 1:			
All Missouri students will graduate college and career ready.			
SUMMARY:			
<p>In 2014, the U.S. Department of Agriculture changed the National School Lunch Program requirements for free or reduced-price lunch allowing districts and schools with 40% of students eligible for the program to qualify for a 100% subsidy. Free or reduced-price lunch eligibility is the current proxy for identifying low socioeconomic status. Low socioeconomic status is an identified subgroup for academic achievement under both federal and state requirements. Accurate subgroup identification is essential for providing appropriate support, as well as monitoring achievement gaps. This presentation will introduce possible alternative metrics for socioeconomic status for academic achievement and accountability.</p>			
PRESENTER:			
Stacey Preis, Deputy Commissioner, Division of Learning Services, will assist in the presentation and discussion of this agenda item.			



**ALTERNATIVE POVERTY METRIC  
FOR ACHIEVEMENT AND  
ACCOUNTABILITY**

February 2017

Missouri Department  
of Elementary and Secondary Education

# Uses of Poverty Metrics

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- School Food Program
- Foundation Formula
- Academic metrics

School Food Program and Foundation Formula would *not* change because the poverty proxy for academic metric changes.



# Why Do We Use Subgroup Data in Academic Measures?

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- To report the achievement and progress of all students
- To identify subgroups who may be disadvantaged in their learning opportunities and/or who have historically shown correlations with academic challenges
- To target support where it is most needed
- To monitor achievement gaps associated with socioeconomic status



# Need for an Alternative Poverty Metric

- In 2014, the USDA changed the National School Lunch Program requirements for free or reduced-price lunch (FRL) to simplify the processes for local education agencies (LEAs).
- LEAs or schools with a 40% FRL population can qualify for 100% subsidy for the National School Lunch Program under the Community Eligibility Provision (CEP).
- In CEP LEAs and schools, we are no longer able to identify students of low income.



# Options for Alternative Poverty Metric

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- 1. Direct Certification** for assistance programs -  
e.g., Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF)
- 2. Census poverty data** for a geographic unit
- 3. Length of time eligible** for assistance programs



# FRL vs. Direct Certification (DC)

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Federal Poverty Level (2016)	Reduced-Price Lunch Eligibility	Free Lunch Eligibility	SNAP Eligibility	TANF Eligibility
<b>\$24,300</b> (family of 4)	<b>\$44,955</b> (family of 4)	<b>\$31,590</b> (family of 4)	<b>\$31,590</b> (family of 4)	<b>\$18,711</b> (family of 4)
	<b>185%</b> of federal poverty	<b>130%</b> of federal poverty	<b>130%</b> of federal poverty	<b>77%</b> of federal poverty



# Analyzing Data on FRL and Other Metrics

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## Sample data used for review

- 5<sup>th</sup> through 8<sup>th</sup> grade students
- MAP achievement data and socioeconomic status data for three years (2014, 2015, and 2016)
- Total n size = 291,640





# FRL and MAP Proficiency 2016

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- In this dataset, students identified as FRL eligible for three consecutive years (2014, 2015, and 2016), MAP scores from 2016 show
  - Mathematics (MA) = **26.5%** proficient or advanced
  - English Language Arts (ELA) = **44%** proficient or advanced



# Census Poverty Data (District)

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- Using the same sample of students, we can separate into five levels of census poverty for the district.
  - Very Low Poverty ( $\leq 10\%$ )
  - Low Poverty (11-20%)
  - Moderate Poverty (21-30%)
  - High Poverty (31-40%)
  - Very High Poverty ( $> 40\%$ )



# MAP Percent Proficient or Advanced 2016

\*Same data set of students with three years FRL eligible

Census Poverty (District)	MA	ELA
Very Low Poverty	33.9	51.7
Low Poverty	28.4	46.1
Moderate Poverty	25.9	44
High Poverty	21.7	38.5
Very High Poverty	17.5	30.9

Using only FRL  
MA = 26.5%  
ELA = 44%



# MAP Percent Proficient or Advanced 2016

\*Same census poverty information

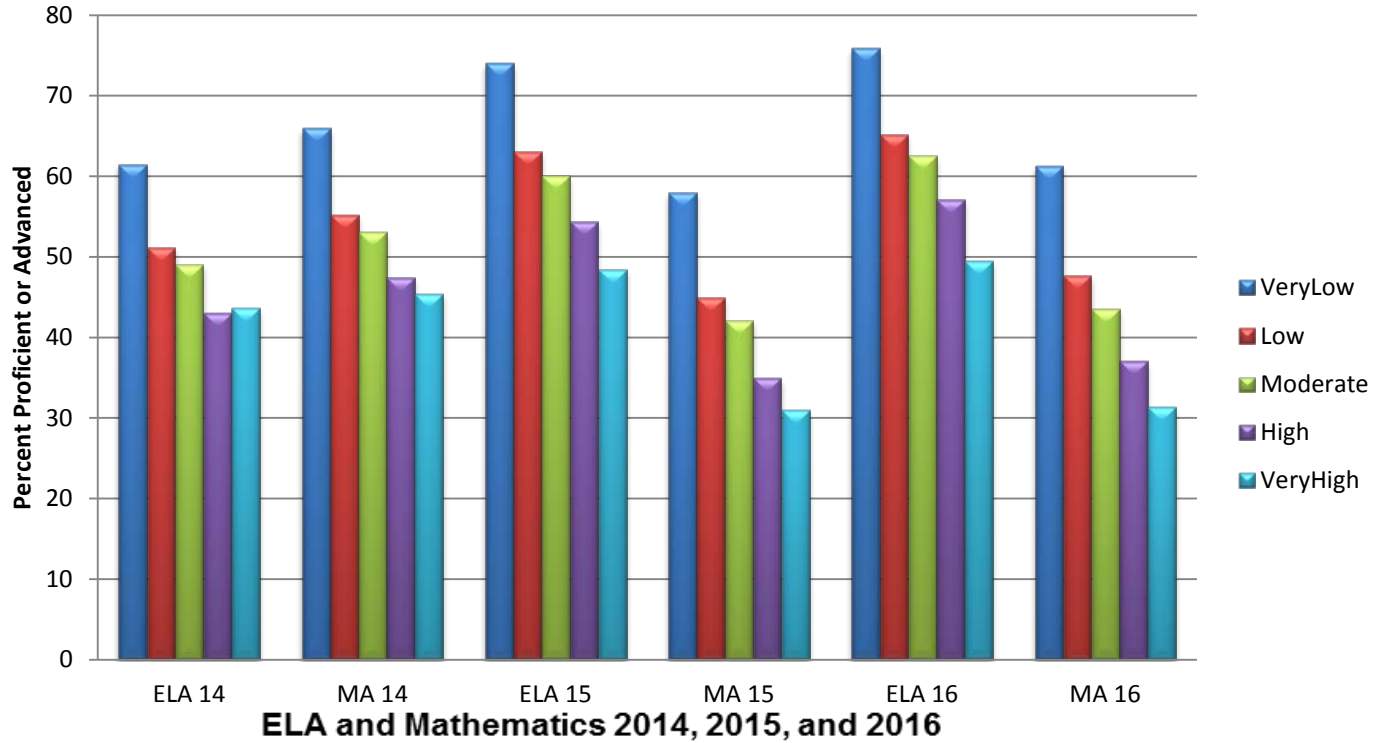
\*Using DC instead of FRL

Census Poverty (District)	MA	ELA
Very Low Poverty	29.4	46.9
Low Poverty	24.7	41.7
Moderate Poverty	22.7	40.4
High Poverty	18.5	34.2
Very High Poverty	15.6	27.9

Using only FRL  
MA = 26.5%  
ELA = 44%



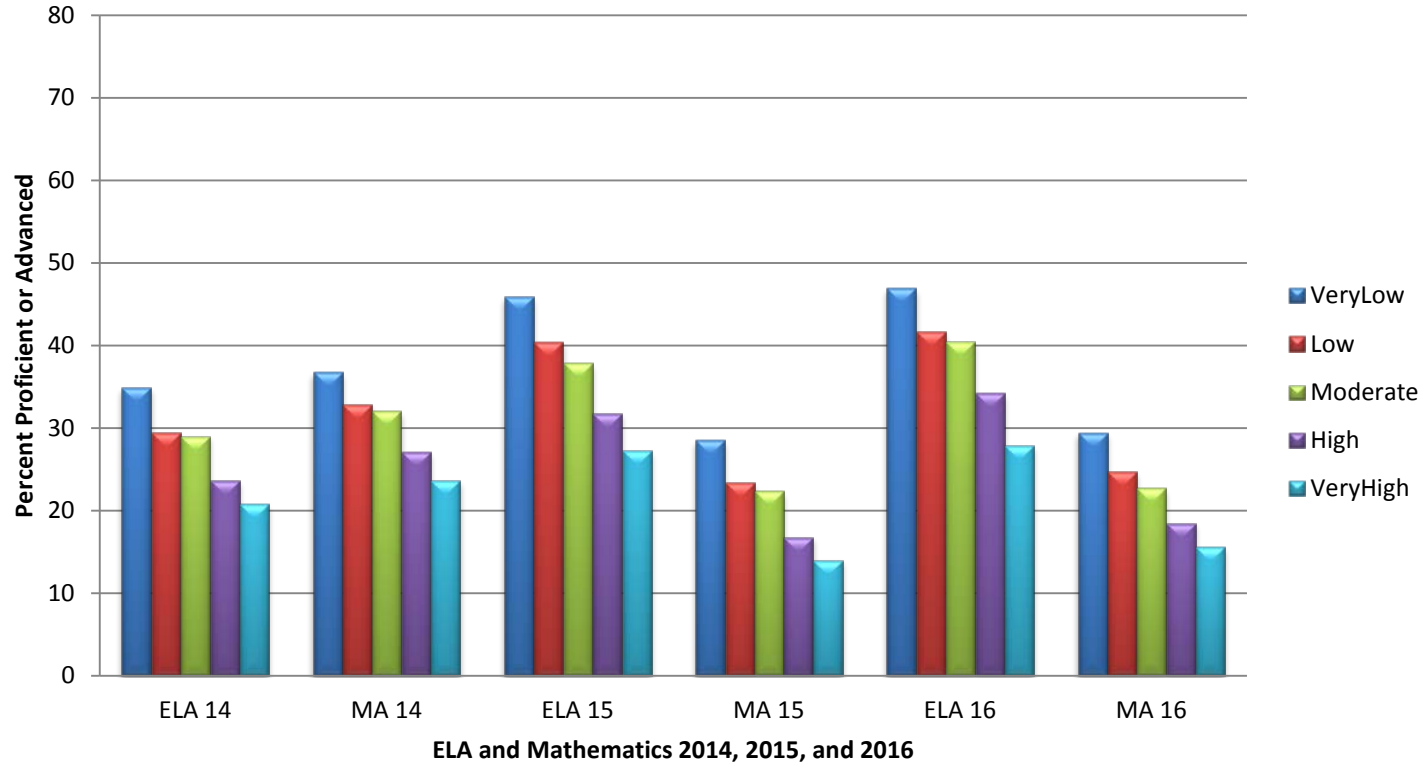
# No years DC by district census poverty



Note: 2014, 2015, and 2016 represent different assessments and cannot be used to establish year-to-year trend data.



## Three consecutive years DC by district census poverty



Note: 2014, 2015, and 2016 represent different assessments and cannot be used to establish year-to-year trend data.



# Recommended Proxy for Poverty

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Index variable for use in academic measures

- Multiple years on direct certification
- Census poverty estimate for the district



# Conclusions and Next Steps

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A revised measure of poverty will

- Remedy identification issues created by CEP;
- Identify the students with the greatest need for support; and
- Monitor achievement gaps associated with socioeconomic status.

