ALTERNATIVE POVERTY METRIC FOR ACHIEVEMENT AND ACCOUNTABILITY

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Missouri Department
of Elementary and Secondary Education

Uses of Poverty Metrics

- ☐ 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?

- 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

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)

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

Analyzing Data on FRL and Other Metrics

Sample data used for review

- 5th through 8th 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

- 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)

- Using the same sample of students, we can separate into five levels of census poverty for the district.
  - Very Low Poverty (≤ 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
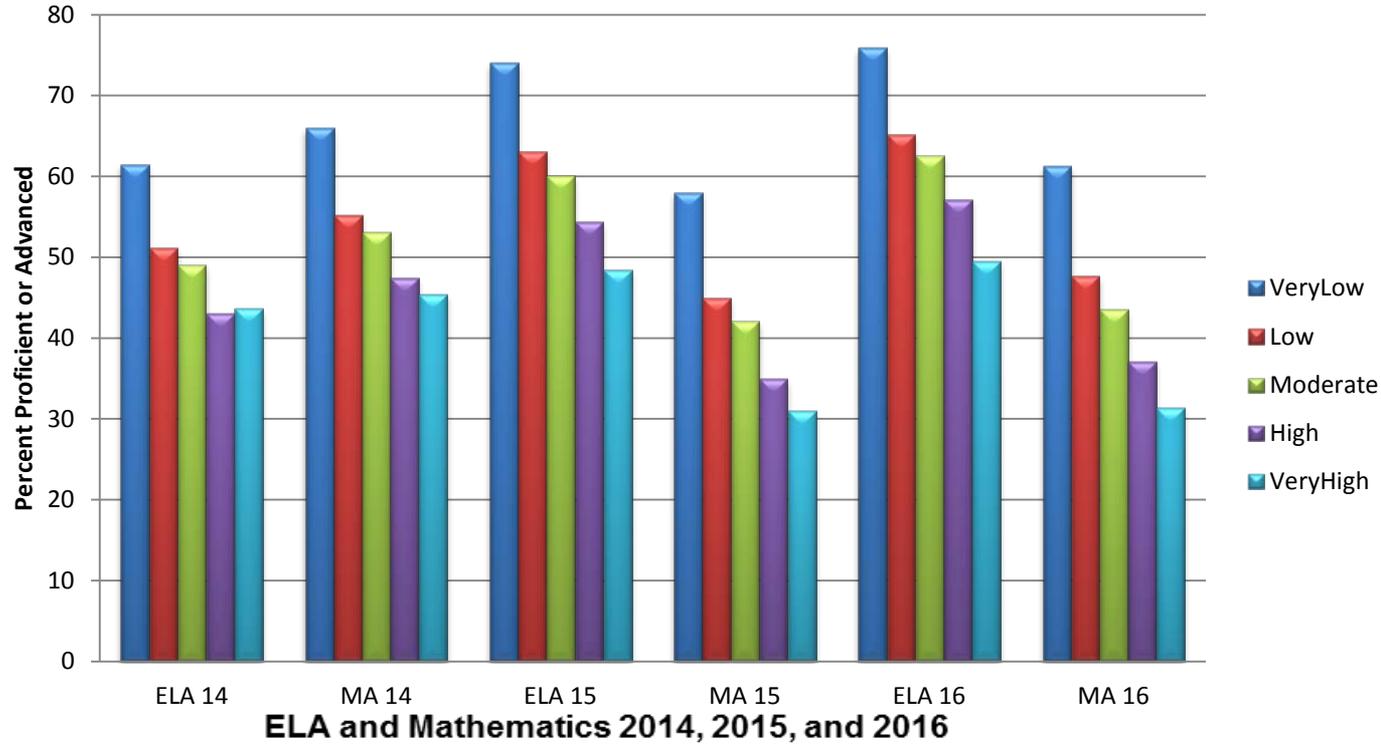
*Same census poverty information
*Using DC instead of FRL

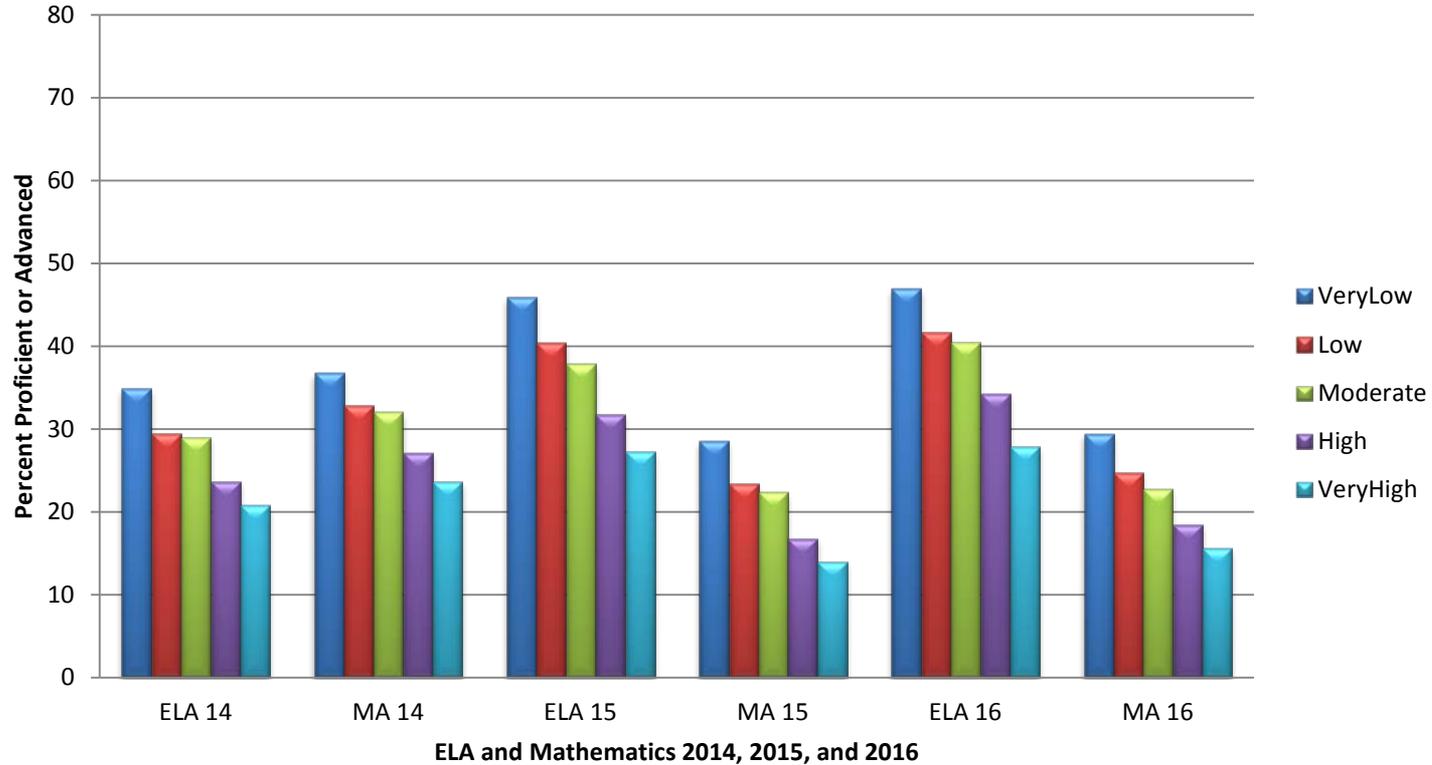| Census Poverty (District)	MA	ELA
Very Low Poverty	29.4	46.9
Low Poverty	24.7	41.7
Moderate Poverty	22.7	40.4
High Poverty	18.5	34.2
Very High Poverty	15.6	27.9

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.

Possible Changes to Poverty Measure

A revised measure of poverty will

- ◻ Subgroup identification: Exploring Direct Certification

- ◻ District and School Reporting: Exploring the use of an index of economic disadvantage