



**Missouri Definition and Calculation Method to Determine the Persistently
Lowest-Achieving Schools in the State As Required by Phase II of the State
Fiscal Stabilization Fund, Race to the Top, and Title I, Section 1003(g)
School Improvement Grants**

For the purposes of identifying the lowest-achieving schools:

- A school will be defined as an elementary school or high school operated at public expense;
- "Elementary school", a public school giving instruction in a grade or grades not higher than the eighth grade; (RSMo 160.011)
- "High school", a public school giving instruction in a grade or grades not lower than the ninth nor higher than the twelfth grade; (RSMo 160.011)
- A secondary school is a school giving instruction in a grade or grades not lower than 6 or above 12. This may include a building serving any of these grades (6, 7, 8, 9, 10, 11, 12), including but not limited to middle schools, junior high schools, and high schools;
- Any school with a grade configuration including grade 12 will be considered a high school for the purpose of "graduation rate" calculations;
- Schools with assessment results in reading/language arts or mathematics based on fewer than thirty (30) students in the "all students" group in all the grades assessed including only those students who have been in the school for a "full academic year," may be excluded from identification as a Tier I or Tier II School under the requirements of the School Improvement Grant Interim Final Regulations. Those schools will be included in the Tier III list. The Department believes the assessment results from a group of thirty or fewer students may not be valid or reliable.
- An alternative school that serves over-age and/or under-credited students received from one or more high schools will be considered part of the feeder pattern of the sending high school(s) and may not be included in the lists of lowest-achieving schools.

A school is one of the “persistently lowest-achieving schools” in Missouri if it is:

- (a) Any Title I school in improvement, corrective action, or restructuring that —
 - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years (the most recent three years); and
- (b) Any secondary school that is eligible for, but does not receive, Title I funds that —
 - (i) Is among the lowest-achieving five percent of secondary schools in Missouri that are eligible for, but do not receive, Title I funds, or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years (the most recent three years).

A school that falls within the definition of (a) above is a “Tier I” school and a school that falls within the definition of (b) above is a “Tier II” school for purposes of using school improvement funds under section 1003(g) of the ESEA.

In addition Missouri will identify as a Tier I school an elementary school that is eligible for Title I, Part A funds and that—

- (i) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (ii) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

In addition Missouri will identify as a Tier II school a secondary school that is eligible for Title I, Part A funds and that—

- (i) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (ii) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools.”

To identify the persistently lowest-achieving schools in the State, Missouri will take into account both:

- (a) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and
- (b) The school’s lack of progress on those assessments over a number of years in the “all students” group.

A Title I school that is in improvement, corrective action, or restructuring that has not been identified as a Tier I or Tier II school is a Tier III school for the purposes of using school improvement funds under section 1003 (g) of ESEA.

In addition, a Title I eligible but not served school that is in the State’s lowest decile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined, and has not been identified as a Tier I or Tier II school is a Tier III school for the purposes of using school improvement funds under section 1003 (g) of ESEA.

For the purposes of identifying a list of the State’s lowest-achieving schools, Missouri will rank all Title I schools in improvement, corrective action, or restructuring, as well as all schools that are eligible for but do not currently receive Title I funds, first by their proficiency rates on state reading/language arts and mathematics assessments, and then by their recent progress on those assessments. Schools that are ranked have assessment data for both reading/language arts and mathematics.

Schools with assessment results in reading/language arts or mathematics based on fewer than thirty (30) students in the “all students” group in all the grades assessed including only those students that have been in the school for a “full academic year,” may be excluded from identification as a Tier I or Tier II School under the requirements of the School Improvement Grant Final Interim Regulations. Those schools will be included in the Tier III list. The Department believes the assessment results from a group of fewer than thirty students may not be valid or reliable.

Step 1: Calculate the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Use the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 2: Calculate the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Use the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 3: Rank order schools based on the percent proficient for reading/language arts from the highest percent proficient to the lowest percent proficient. The highest percent proficient would receive a rank of one.

Step 4: Rank order schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient would receive a rank of one.

Step 5: Add the numerical ranks for reading/language arts and mathematics for each school.

Step 6: Rank order schools in each set of schools based on the combined reading/language arts mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) would be the highest-achieving school within the set of schools and the school with the highest combined rate would be the lowest-achieving school within the set of schools.

Step 7: Repeat Steps 1-5 for the two previous years of assessment data. Then, select the five percent of schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in Missouri.

Step 8. After determining the lowest-achieving 5% of Title I eligible and served schools, select the group of eligible and served secondary schools that are in the lowest-achieving quintile and are not identified for Tier I. Add that group of schools to the pool that will be used to identify Tier II schools. Then repeat Steps 1-7 above to determine the list of Tier II schools.

Step 9. From the group of the lowest-achieving quintile of schools in the State, identify Title I eligible elementary schools that are lower achieving than the highest achieving school on the Tier I list. Those schools will be added to the Tier I list.

To ensure that all low-achieving schools receive significant, successful, and sustainable intervention, the Department may take into account additional data when determining the most appropriate interventions for low-achieving schools. This additional data includes, but is not limited to:

- Progress of the present leadership team toward meeting goals of academic progress
- Statistical distortions caused by small sample sizes, student mobility, redistricting, or other factors
- Other factors as determined by the Department