

“Persistently Lowest-Achieving Schools” (Tier I and Tier II Schools) 2010-2011

“Persistently lowest-achieving schools” as defined by the USDE Final Regulation, December 3, 2009, were determined by the State as:

(a) Any Title I school in improvement, corrective action, or restructuring (based on the 2010-11 final state list of campuses identified in Title I School Improvement status) that —

1. Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2009 and 2008) or average graduation rate less than 60% for 2009 and 2008;

and

(b) Any secondary school (a campus serving grades 7 and above, i.e., 6-8, K-12, 9-12) that is eligible for, but does not receive, Title I funds (based on the 2010-11 Title I application for funding list of campuses) that —

1. Is among the lowest-achieving five percent of secondary schools (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is either less than 60 percent for the 2 most recent consecutive years in which data are available (2009 and 2008) or has an average of the 2009 and 2008 graduation rates that is less than 60%;

To identify the persistently lowest-achieving 5% of schools in the State, the State prioritized—

1. First, 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 based on absolute performance (not including the Texas Projection Measure); and
2. Second, the school’s lack of progress on those assessments from the prior year in the “all students” group. Lack of progress is defined as a campus having gains on the state’s assessments in reading/language arts and mathematics in the “all students” category that are less than the average gains of campuses in the state on those assessments in the “all students” group.
 - a. calculate the gain for each school as the difference in the Proficiency Rate (as determined by AYP) on the reading/language arts and mathematics assessments administered for school year 2008-09 as compared to those administered for school year 2009-10, for the All Student Group;
 - b. calculate the average gain for all schools in the State using the same method (assessments administered for school year 2008-09 as compared to those administered for school year 2009-10, for the All Student Group);
 - c. identify schools when the gain for the school is less than the average gains of all schools in the state for the “all students” group.

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 SIG funds under section 1003(g) of the ESEA.