"Persistently Lowest-Achieving Schools" (Tier I and Tier II Schools)

"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 2009-10 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 (2008 and 2007) or average graduation rate less than 60% for 2008 and 2007;

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 2009-10 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 (2008 and 2007) or has an average of the 2008 and 2007 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 2007-08 as compared to those administered for school year 2008-09, 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 2007-08 as compared to those administered for school year 2008-09, 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.