Persistently Lowest Achieving Schools

Iowa Department of Education
Defining Persistently Lowest Achieving Schools

TIER I TEST:
Is the school a Title I SINA school in 2010-11 with 30 or more full academic year students tested in the 2009-2010 school year?

No → Is it a secondary school eligible for Title I but not receiving funds?

Yes → Go to TIER II Test

Yes → Is the graduation rate less than 60% over the last three years?

No → Does the school rank in the bottom 5% of Title I SINA schools based on combined rank in (a) the three year average of percent of all students proficient in reading and math combined, from 2007-08 to 2009-10?

Yes → Not Persistently Lowest Achieving Tier 1

No → Lowest Achieving School Tier 1

Yes → Does the school fall in the lowest ten percent of Title I SINA schools for all students proficient and average less than 67 percent of all students proficient for the last three years in reading and math combined, from 2007-08 to 2009-10?

No → Not Persistently Lowest Achieving Tier 1

Yes → Lowest Achieving School Tier 1
Defining Persistently Lowest Achieving Schools

TIER II TEST:
Is the school a secondary school eligible for Title I but not receiving funds with 30 or more full academic year students tested in the 2009-2010 school year?

Yes  
Is the graduation rate less than 60% over the last three years?

Yes  
LOWEST ACHIEVING SCHOOL TIER II

No  

No  
Not Persistently Lowest Achieving Tier II

No  

No  
Not Persistently Lowest Achieving Tier II

No  

Yes  
Does the school rank in the bottom 5% of secondary schools eligible for Title I but not receiving funds based on combined rank in (a) the three year average of percent of all students proficient in reading and math combined, from 2007-08 to 2009-10?

Yes  

Yes  
LOWEST ACHIEVING SCHOOL TIER II

No  
Does the school fall in the lowest ten percent of secondary schools eligible for Title I but not receiving funds for all students proficient and average less than 67 percent of all students proficient for the last three years in reading and math combined, from 2007-08 to 2009-10?

No  
Not Persistently Lowest Achieving Tier II

No  

No  
Not Persistently Lowest Achieving Tier II

No  

Yes  

LOWEST ACHIEVING SCHOOL TIER II
Step 1: Measuring Percent Proficient

Percent of all students proficient in reading and math = \[
\frac{(n \text{ proficient reading} + n \text{ proficient math})}{(n \text{ tested reading} + n \text{ tested math})}\] \times 100
Step 2: Three-Year Average

Average = \left( \frac{\% \text{ prof } 2010 + \% \text{ prof } 2009 + \% \text{ prof } 2008}{3} \right) \times 100

Schools that are in the bottom ten percent of the Tier I or II groups (Title I SINA schools or secondary school eligible for Title I but not receiving funds) and average below 67 percent of all students proficient for the last three years are considered first in the next step.
Step 3: Measuring Change

\[
\text{Change} = \left( \frac{\% \text{ proficient 2010} - \% \text{ proficient 2008}}{\% \text{ proficient 2008}} \right) \times 100
\]
Step 4: Proficiency Ranking

Each school in the Tier I or II groups is ranked (the groups are ranked separately) in ascending order of the three year average of percent proficient.

<table>
<thead>
<tr>
<th>School</th>
<th>Average Proficiency</th>
<th>Proficiency Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35.90</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>45.00</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>64.87</td>
<td>3</td>
</tr>
</tbody>
</table>
Step 5: Proficiency Change Ranking

Each school in the Tier I or II groups is ranked (the groups are ranked separately) in ascending order of the percent change in percent proficient.

<table>
<thead>
<tr>
<th>School</th>
<th>Proficiency Change</th>
<th>Change Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>-14.90</td>
<td>1</td>
</tr>
<tr>
<td>A</td>
<td>0.34</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>5.62</td>
<td>3</td>
</tr>
</tbody>
</table>
Step 6: Multiply Ranks

The proficiency and change ranks are multiplied to determine the final ranking. The lowest five percent of each Tier I and II group (or five, whichever is greater) are determined to be Persistently Lowest Achieving Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Proficiency Rank</th>
<th>Change Rank</th>
<th>Final Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>