

## **State Fiscal Stabilization Fund Phase II Persistently Lowest-Achieving Schools**

### **Definition Under *Elementary and Secondary Education Act of 1965 (ESEA) Flexibility***

**Based on approval of Virginia's criteria for determining "priority schools" under ESEA flexibility, a persistently lowest-achieving school is defined as:**

- Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA;
- Title I high schools with a federal graduation indicator of 60 percent or less for two or more of the most recent consecutive years;
- Title I schools with the largest achievement gaps\* in reading and/or mathematics performance on federal annual measurable objectives;
- Title I schools failing to meet the 95 percent participation rate in reading and mathematics for three consecutive years.

\* Schools with the largest achievement gaps in reading and/or mathematics are included in the persistently lowest-achieving category up to the number of schools needed to equal 5 percent of the state's Title I schools, or 36 priority schools.

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### **2009-2010 and 2010-2011 Definition**

*(Revised Based on Request from the U.S. Department of Education (USED) February 23, 2010)*

#### **A persistently lowest-achieving school is defined as:**

- A. A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
- B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the "all students" group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II); or a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II).