

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: 2004-2005

REIS05-163-4

At a Glance

The Title I governing legislation is the *No Child Left Behind (NCLB) Act of 2001*. The purpose of Title I in this act, Improving the Academic Achievement of the Disadvantaged, is “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments” (*NCLB*, 2001).

The *NCLB* Act requires that states create annual assessments that measure what children in Grades 3–8 and 10 know and can do in reading and mathematics. Student data must be disaggregated by poverty levels, race, ethnicities, disabilities, and limited English proficiencies (LEP). States must specify annual measurable objectives to measure student progress toward proficiency in reading and mathematics within 12 years (school year 2013-14). In Texas, the challenging content standards are the *Texas Essential Knowledge and Skills (TEKS)* as measured by the *Texas Assessment of Knowledge and Skills (TAKS)*.

Schools meet Adequate Yearly Progress (AYP) requirements if the percent proficient of all students and each student group for Grades 3-8 and 10 meets or exceeds the AYP targets of 53% proficient for reading/language arts and 42% proficient for mathematics. In addition, at least 95% of all students and each student group must be tested in reading and mathematics. AYP also must include 70% graduation rates for secondary schools and 90% attendance rates for elementary and middle schools.

NCLB has established minimum requirements for Title I instructional staff members. All Title I teachers in core academic subjects hired after the first day of the 2002-03 school year are to be “highly qualified.” Schools are required to notify parents if a teacher who is not highly qualified teaches their child. Title I paraprofessional requirements include two years of postsecondary education or an associate’s degree.

Student Demographics

A total of 148,307 students was enrolled in 193 Title I schools. Hispanics (64%) and African Americans (30%) made up 94% of the Title I student population. About 82% of Title I students were economically disadvantaged, 31% were limited English proficient and 11% were served in Special Education.

Teacher Demographics

Teacher characteristics in Title I schools varied by school level. At the elementary school level, of the 5,740 teachers, more were female (82%), African American (38%) and White (38%), with bachelor’s degrees (64%). Of the 1,391 middle school teachers, most were female (66%), African American (51%), with bachelor’s degrees (61%). Of 2,050 high school teachers, more were female (54%), African American (41%) or White (46%), with bachelors’ degrees (54%). Approximately 77% of the teachers at each level held a teaching certificate.

NCLB AYP Requirements

Eleven of the 14 schools that did not meet AYP in 2003-04 were out of compliance for the *NCLB* requirement that at least 10% of their Title I money be spent on professional development. Three schools did meet compliance that 1% of Title I money be spent on parent involvement. Eight schools were out of compliance because Campus Improvement Plans (CIPs) did not address specific areas of need for either performance, participation or graduation deficiencies.

Preliminary 2004-05 AYP ratings for Title I schools were released August 2005. A total of 39 schools did not meet AYP requirements: 18 high, 16 middle, and 5 elementary schools. Eight schools did not meet the participation requirement, 2 of which missed AYP only because of this requirement. Three high schools missed the 70% graduation rate requirement. For the 2005-06 school year, 11

schools are Title I Stage 2 and 7 are Stage 1 schools, while the others have a probationary status.

Title I Funding

As of August 2005, the district had spent or encumbered \$57,311,176 in Title I funds. Of the total district expenditures, funds were apportioned as follows: high schools, 11%; middle schools, 7%; elementary schools, 31%; and district departments, 51%.

Title I expenditures were totaled by object and function codes and grouped into categories to reflect the majority of spending within school levels and departments. Six categories accounted for 83% of Title I expenditures:

- Teacher Salary 42%
- Counselor/Evaluative Services 9%
- Community Liaison Salary 9%
- Supplies, Instructional 8%
- Professional Development 8%
- Extra Duty Pay 7%

Iowa Tests of Basic Skills

The median percentile score for all Title I students tested was 41 in reading and 50 in mathematics.

ITBS Median Percentile Scores by Grade, 2004

Grade	Reading	Mathematics
KN	89	77
1	55	51
2	43	54
3	37	57
4	38	56
5	39	51
6	31	44
7	32	42
8	33	39
9	27	33
Total	41	50

The number of students achieving on grade level in reading declined steeply from Kindergarten through Grade 3. The median percentile score fell from 89 in Kindergarten to only 37 in Grade 3. From Grades 3 - 9, median scores were below grade-level achievement.

In mathematics, Kindergarten students' median percentile score was 77, and the Grade 3 median percentile was 57. Median percentile

scores remained above grade level until Grades 8 and 9, where the median fell to 39 and 33, respectively.

Texas Assessment of Knowledge and Skills (TAKS)

Overall passing rates were 66% in reading, 54% in mathematics, and 75% in writing. All student groups met the target passing rates of 41.7% for mathematics and 53.5% for Reading, with exception to limited English proficient and Special Education students.

TAKS Passing Rates of Title I Students by State Accountability System Student Groups

Group	Reading	Mathematics
African American	65.5	47.7
Hispanic	64.3	55.4
White	81.2	71.2
Economically Disadvantaged	64.5	54.0
Special Education	20.4	17.8
Limited English Proficient	39.8	38.0
All Students	65.7	54.0

Recommendations

Based on the findings from this evaluation, the following recommendations are made:

- All Title I campuses must meet *NCLB* compliance by adhering to (a) compulsory documentation in Campus Improvement Plans (b) the 10 components of a Title I Schoolwide Program, (c) expenditure of funds on professional development and parent involvement.
- Campuses must address areas of need according to *NCLB* AYP requirements. Participation rates, exemplary training for teachers in low performing areas, and correction of student data records require attention.
- Although mean NCE gains were within average expected rates of yearly growth at most grades, median percentile scores show that students in Grades 2-9 remain below grade-level. Instruction needs to include intervention so that Title I students can make more than a year's growth.