

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: 2005-2006

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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 by 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 & each student group for Grades 3-8 and 10 meets or exceeds 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 151,049 students was enrolled in 191 Title I schools. Hispanics (64%) and African Americans (31%) made up 95% of the Title I student population. About 84% of Title I students were economically disadvantaged, 31% were limited English proficient and 9% were served in Special Education.

Teacher Demographics

Teacher characteristics in Title I schools varied by school level. At the elementary school level, of the 5,760 teachers, more were female (82%), African American (38%) or White (35%), with bachelor’s degrees (68%). Of the 1,382 middle school teachers, most were female (65%), African American (53%), with bachelor’s degrees (64%). Of 2,086 high school teachers, more were female (53%), African American (42%) or White (45%), with bachelors’ degrees (59%). Approximately 90% of the teachers at each level held a teaching certificate.

Title I Funding

As of August 2006, the district had spent or encumbered \$51,186,608 in Title I funds. Of the total district expenditures, funds were apportioned as follows: high schools, 10%; middle schools, 6%; elementary schools, 27%; and district departments, 56%.

Title I expenditures were totaled by object and function codes and grouped into categories to reflect the majority of spending. Nine categories accounted for 94% of Title I expenditures:

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| • Teacher Salary | 34% |
| • Supplies, Instructional | 18% |
| • Professional Development | 11% |
| • Counselor Salary | 9% |
| • Community Liaison Salary | 7% |
| • School Leadership Salary | 4% |
| • Extra Duty Pay | 4% |
| • Contracted, Teacher | 4% |
| • Capital Purchases | 3% |

Effective Reading Teacher Case Study

The effectiveness of five Grade 5 reading teachers was analyzed through a case study that identified characteristics, examined effects of relationships existing among teachers, students, colleagues, school administrators, and parents, and assessed the significance of these relationships on student achievement.

Teachers and students completed school surveys. If results from both surveys could be considered simultaneously, teachers' perceptions of parental involvement affected their choice of instructional strategies and view of their reading class students, which in turn impinged on students' perceptions of their teachers. Ultimately, parental involvement indirectly influenced student achievement.

Three conclusions were established:

- Effective reading teachers involve students in varied and challenging instruction.
- The social and academic make-up of the class influences a teacher's choice of instructional activities, thereby contributing to the teacher's effectiveness.
- School culture (e.g., leadership, collegiality, student perceptions, parental involvement) contributes to teacher effectiveness.

Iowa Tests of Basic Skills

The median percentile score for all Title I students tested was 39 in reading and 50 in mathematics.

ITBS Median Percentile Scores by Grade, 2006

Grade	Reading	Mathematics
KN	58	51
1	60	54
2	43	51
3	41	59
4	41	60
5	39	54
6	37	52
7	33	44
8	32	39
9	27	33
Total	39	50

The number of students achieving on grade level in reading declined from Kindergarten through Grade 2. The median percentile score fell from 58 in Kindergarten to 43 in Grade 2. From Grades 5 - 9, median scores were below grade-level achievement.

In mathematics, Kindergarten students' median percentile score was 51, peaked at 60 in Grade 4, then declined through Grade 9. 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 72% in reading, 59% in mathematics, and 77% in writing. All student groups met the target passing rates of 41.7% for mathematics and 53.5% for reading, with exception to Special Education students in mathematics and limited English proficient (LEP) and Special Education students in reading.

TAKS Passing Rates of Title I Students by NCLB Student Groups

Group	Reading	Mathematics
African American	71.2	50.8
Hispanic	70.6	61.6
White	86.7	74.4
Econ. Disadvntgd.	70.4	59.3
Special Education	32.5	29.0
LEP	48.0	45.4
All Students	71.6	59.0

Recommendations

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

- District personnel database should maintain current certification status for all teachers and paraprofessionals.
- Efforts should be made to increase parental involvement, to improve teacher collegiality, and to enhance leadership-shared empowerment.
- Instruction needs to be varied and challenging, and teachers must provide clear and high expectations for students.
- Teachers need to know how to select the most appropriate teaching tactics that match the characteristics of their students.
- 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.