

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: 2006-2007

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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 three through eight and ten 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 three through eight and ten meets or exceeds AYP targets of 60% proficient for reading/language arts and 50% 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 teacher requirements include a bachelor’s degree, State certification, and demonstrated knowledge in

the subject that they teach. Paraprofessional requirements include two years of postsecondary education or an associate’s degree.

Student Demographics

A total of 151,049 students was enrolled in 199 Title I schools. Hispanics (65%) and African Americans (29%) made up 94% of the Title I student population. About 85% 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 (81%), African American (35%) or White (32%), with bachelor’s degrees (65%). Of the 1,382 middle school teachers, most were female (67%), African American (53%), with bachelor’s degrees (65%). Of 2,086 high school teachers, more were female (54%), African American (43%) or White (43%), with bachelors’ degrees (60%). Approximately 90% of the teachers at each level held a teaching certificate.

Title I Funding

As of August 2007, the district had spent or encumbered \$76,678,635 in Title I funds. Of the total district expenditures, funds were apportioned as follows: high schools, 9%; middle schools, 6%; elementary schools, 25%; and district departments, 60%. The district met the two *NCLB* requirements for expenditures on professional development (5-10%) and parental involvement (1%).

Forty-four district departments received Title I allotments. Departments of Campus-Based Allocations, Technology Local, Extended Year School, Alternative Programs and Mathematics spent the largest amounts.

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:

- Teacher Salary 30%
- Supplies, Instructional 14%
- Professional Development 11%
- Capital Purchases 9%
- Guidance/Health Services 8%
- Extra Duty Pay 8%
- Community Liaison Salary 6%
- Contracted, Teacher 4%
- School Leadership Salary 4%

Iowa Tests of Basic Skills

Overall, 67% of Title I students in grades Kindergarten through two, six and nine were tested on the Iowa Tests of Basic Skills (ITBS) in reading and 83% in mathematics. The median percentile score for all students tested was 36 in reading and 37 in mathematics

ITBS Median Percentile Scores by Grade, 2006

Grade	Reading	Mathematics
KN	36	36
1	50	40
2	43	46
6	33	42
9	23	32
Total	36	37

In reading, median scores declined from grades one through nine, with ten-point differences across grade levels two (43), six (33) and nine (23). Kindergarten students' median percentile score was 36 and the grade one median was 50. While 60% of students in grade one scored at or above grade level in reading, the percentage fell to 42% at grade six, and 25% at grade nine. These data reflect a trend also observed in previous years where a major decline in the number of students continuing to achieve on grade level by grade three was observed.

In mathematics, median percentile scores declined progressively by grade level from 46 at grade two to 32 at grade nine, after initial increases from kindergarten (36) and grade one (40). In grade one, 51% of students scored at or above grade level in mathematics, as did 50% or more of students in grades two and six.

However, in grade nine, 52% of students scored below the 40th percentile.

Texas Assessment of Knowledge and Skills (TAKS)

Overall passing rates were 73% in reading, 60% in mathematics, and 83% in writing. All student groups met the target passing rates of 60% for reading and 50% for mathematics, with exception to Special Education and limited English proficient (LEP) students in both reading and mathematics.

TAKS Passing Rates of Title I Students by NCLB Student Groups

Group	Reading	Mathematics
African American	71.0	51.6
Hispanic	72.0	62.7
White	86.3	78.2
Econ. Disadvntgd.	71.2	59.9
Special Education	23.5	23.4
LEP	50.0	46.9
All Students	72.5	60.4

Recommendations

- ♦ Meeting the NCLB highly qualified teacher requirements is mandatory; reporting accurate teacher qualification data is essential. According to the District personnel database, only 90% of the teachers met the highly qualified requirements. There is a concern that data is not accurate. Maintain current personnel information is recommended.
- ♦ Although most schools within Dallas ISD are Title I schools, there is a notable difference in teacher ability between Title I and non-Title I schools. Distribute the teaching force equitably in terms of experience and alternative certification between Title I and non-Title I schools.
- ♦ During the 2006-07 school year, several private schools and institutions for neglected and delinquent children voiced frustration over their lack of awareness regarding various resources available to them through Title I and Dallas ISD. Increase communications and encourage dialogue in group meetings with private schools and institutions to facilitate services of Title I programs.