

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: 2007-2008

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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 and 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.

Title I of *No Child Left Behind (NCLB)* mandates that all schools demonstrate adequate yearly progress (AYP) by meeting established standards in academic performance and student attendance or graduation. Failure to meet AYP for two consecutive years triggers Title I school improvement requirements, which are implemented in a series of stages. The law requires improvement schools to draft a two-year plan that includes measurable goals, scientifically based instructional methods, and professional development. These schools also receive technical assistance and must offer students the opportunity to transfer to other district campuses. The district had 29 campuses in the Title I School Improvement Program in 2007-2008; eight Stage 1 schools, seven Stage 2 schools, eight Stage 3 schools, and six Stage 4 schools. *NCLB* requires Stage 4 schools to draft a campus

restructuring plan and to implement it if they miss AYP again and enter Stage 5. The restructuring plans called for redesigning these campuses as schools within schools with a career academy focus. AYP results for 2008 were not scheduled for release until October 2008, but *Texas Assessment of Knowledge and Skills (TAKS)* results suggest that many campuses are at risk of missing AYP again, especially in mathematics. Some schools, however, appeared likely to meet AYP and could be eligible for exit from Title I school improvement status.

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 148,128 students was enrolled in 202 Title I schools (22 high schools, 29 middle schools, and 151 elementary schools). Hispanics (66%) and African Americans (29%) made up 95% of the Title I student population. About 86% of Title I students were economically disadvantaged, 34% 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 6,593 teachers, more were female (80%), African American (34%) or White (34%). Of the 2,750 middle school teachers, most were female (56%), African American (42%) or White (43%). Of 2,268 high school teachers, more were female (67%), African American (54%) or White (35%). Approximately 90% of the teachers at each level held a teaching certificate.

Title I Funding

As of August 2008, the district had spent or encumbered \$85,116,233 in Title I funds. Of the total district expenditures, funds were apportioned as follows: high schools, 24%; middle schools, 6%; elementary schools, 60%; and district departments, 10%. 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. Eight categories accounted for 90% of Title I expenditures:

- Teacher Salary 38%
- Supplies, Instructional 6%
- Professional Development 23%
- Capital Purchases 6%
- Guidance/Health Services 5%
- Extra Duty Pay 3%
- Community Liaison Salary 7%
- School Leadership Salary 2%

Iowa Tests of Basic Skills

Overall, 76% of Title I students in grades one and two 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 52 in reading and 46 in mathematics. The percent of students at or above the 40th percentile was 22% in Reading and 37% in Mathematics.

ITBS Median Percentile Scores by Grade, 2008

Grade	Reading	Mathematics
1	55	44
2	50	48
Total	52	46

Texas Assessment of Knowledge and Skills (TAKS)

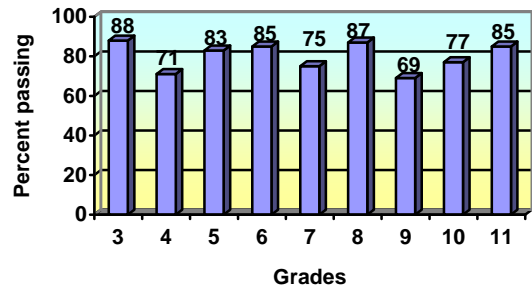
Overall passing rates were 78% in reading, 70% in mathematics. All student groups met the target passing rates of 60% for reading and 50% for mathematics, with exception of Special Education and limited English proficient (LEP) students in both reading and mathematics.

TAKS Passing Rates of Title I Students by NCLB Student Groups

Group	Reading	Mathematics
African American	75.6	60.5
Hispanic	77.8	72.8
White	89.9	83.5
Econ. Disadvantaged	77.9	71.8
Special Education	41.3	35.7
LEP	58.4	62.3
All Students	77.8	69.8

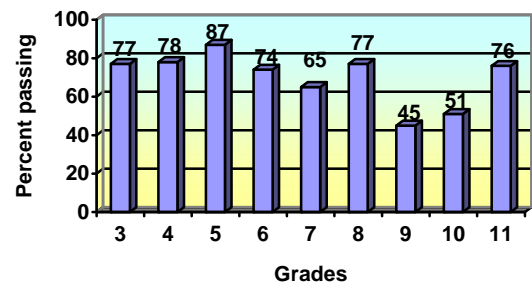
Title I students had the highest percent passing rates in reading at grades three and eight. Lowest passing rates were in grades nine and four.

TAKS Reading Passing Rates by Grade



The highest passing rate on TAKS Mathematics was at grade four. Lowest passing rates were at grades nine and ten.

TAKS Mathematics Passing Rates by Grade



Recommendations

Distribute the teaching force equitably in terms of experience and alternative certification between Title I and non-Title I schools, to meet the NCLB requirement of highly qualified teachers in all schools.