Title I Program: Improving Academic Achievement of The Disadvantaged 2010-2011

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At-a-Glance

The Title I legislation addresses the No Child Left Behind (NCLB) Act of 2001, which reauthorized the Elementary and Secondary Education Act of 1965. The purpose of Title I is "to ensure that all students 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."

In 2010-11, there were 9,814 full-time teachers in Title I schools in Dallas ISD. There were 5,610 elementary school teachers, 1,932 middle school teachers, and 2,272 high school teachers. At each school level, elementary, middle and high school, there was a higher percentage of female teachers. At the elementary level, African Americans (32%) and Hispanics (38%) comprised the majority of teachers. At the middle school level, 53 percent of the teachers were African American and 34 percent were White. Forty-two percent (42%) of the high school teachers were African American while 41 percent were White. Most Hispanic teachers were at the elementary level (38%) with fewer at the middle school (10%) or high school levels (13%). A total of 148,354 students were enrolled in 203 Title I schools. Hispanic (69%) and African American (26%) students made up the majority of the Title I student population (95%). Approximately forty percent (40%) of Title I students were identified as limited English proficient (LEP). LEP students comprised the majority of the Title I population in prekindergarten through grade four. By grade six, 68.3 percent of Title I students were classified as English proficient. Under NCLB, all special education students in schoolwide programs must be served on the same basis as students in the regular education program. A total of 11,789 students were reported eligible for special education in Title I schools in 2010-11.

The Dallas ISD met the required NCLB graduation rate with 75 percent in the 2009-2010 school year. The dropout rate in each student group continued to decline. The attendance rates met or exceeded the State’s 90 percent standard. Students had an overall passing rate of 80 percent on TAKS Reading, and 74 percent passing rate in TAKS Mathematics. The number of Exemplary schools has increased to 30 (13%), Recognized schools has decreased to 67 (29%). Academically Acceptable schools have decreased to 93 (40%), and Academically Unacceptable schools has increased to 33 (14%). There were a total of 88 schools at different stages of AYP with six schools appealing status to TEA. The Dallas ISD entered Stage 3 after missing AYP for a fourth consecutive year.

Neglected or Delinquent Children and Youth

The overall goal of the Title I program for Neglected or Delinquent Children and Youth was to improve the educational performance of the children in the institutions, regardless of their home school or economic deprivation level. Specifically, the goal was to help the Neglected or Delinquent Children and Youth succeed in the regular education program, through supplemental instruction in reading and mathematics. There were 158 Title I students in Institutions for Neglected or Delinquent Children and Youth, while the correctional facility, Cottrell House served 88 students (52%), Promise House served 65 students (41%), and Our Friend’s Place served 11 students (7%). Results show an improvement in classroom performance made by Title I students in reading and mathematics.

MyData Portal

MyData Portal is a data analysis tool to help schools improve classroom instruction and student learning, which enabled teachers and administrators to make timely, informed instructional decisions with “anytime, anywhere” access to student’s data. An online teacher survey was conducted in April, 2011. A total of 9,859 teachers in Title I schools completed the online survey. In general, a majority of survey respondents agreed that MyData Portal is helpful in improving classroom instruction and student learning. Teachers agreed that MyData Portal provided an effective tool in analyzing students’ strengths and weaknesses.

Instructional Coaching

The Instructional Coaching initiative, as well as the Coaches Academy, continued within the district with Title I funding. The number of schools served during the 2010-11 school year was: nine high schools and 12 middle schools of the 21 secondary schools in the East Learning Community; seven high schools and seven middle schools in the Central Learning Community, and seven high schools and 11 middle schools of the 22 schools in the West Learning Community. Similarly, 21 elementary schools in the Northeast Learning Community, 17 elementary schools in the Southwest Learning Community, 10 elementary schools in the Northwest Learning Community and 16 elementary schools in the
Southeast Learning Community were served. Instructional coaching was available to all schools, but district emphasis was to serve identified schools in most need.

Most teachers participated willingly in the program and expressed satisfaction with their progress and the coach’s support. In the schools included in the sample, the program appeared to be implemented properly and the observations confirmed the implementation of all parts of the instructional coaching program. The impact of the implementation of the program could not be isolated but there was a consensus among teachers and school administrators that the program was contributing to improved instruction. Even though the net effects of the Instructional Coaching program cannot be clearly isolated, the overall impact of Title I programs seems to be contributing to the improved performance of the students.

**College and Career Readiness**

The College and Career Readiness Department provided ACT/SAT preparation classes at Dallas ISD high schools during the year and summer school. In 2010-11, the composite scores (critical reading and mathematics) of the SAT ranged from 821.1 to 900.0 for grades nine through 12. In general, students received higher scores on mathematics tests than on either verbal or writing tests. In all subjects, white students scored higher than Hispanic students, who scored higher than African American students. The average composite score of students in Title I schools was 833.9, more than 200 points below the criterion score of the district performance target (composite score of 1,110).

Most of the students taking the ACT in Title I schools were in either grade 11 (34.1% in 2009-10 and 31.7% in 2010-11) or grade 12 (65.1% in 2009-10 and 67.8% in 2010-11). The ACT participants increased slightly from 7.0 percent in 2009-10 to 8.3 percent in 2010-11. When only 11th and 12th graders were counted, it increased from 16.3 percent to 18.8 percent. In 2010-11, the composite scores of the ACT across grades ranged from 16.2 to 17.4. The mean composite score of the ACT in Title I schools was 16.6, which was lower than the criterion score of the district performance target (composite score of 24). In all subjects, white students scored higher than Hispanic students, who scored higher than African American students. In terms of participation, 18.8 percent of 11th and 12th graders in Title I schools took the ACT, 30.3 percent took the SAT, and 38.2 percent took either the ACT; SAT or both in 2010-11, which were lower than the criterion (70.0%) of the district performance target. None of the ethnic groups met the performance targets of test participation.

In 2010-11, 84.4 percent of high school students tested with the TAKS ELA in Title I schools met Standard criterion (scale score of 2,100), 25.7 percent met College Readiness criterion (scale score of 2,300), and 9.7 percent met Commended criterion (scale score of 2,400). The percentages of TAKS Met Standard and TAKS Commended in 2010-11 slightly decreased from 2009-10 while, the percentage of TAKS College Readiness in 2010-11 slightly increased from 2009-10. Overall, 65.3 percent of high school students tested with the TAKS Mathematics in Title I schools met Standard criterion, 18.5 percent met College Readiness criterion, and 10.1 percent met Commended criterion. The percentage of TAKS met Standard in 2010-11 slightly decreased from 2009-10. The percentage of TAKS College Readiness in 2010-11 slightly increased from 2009-10 while, the percentage of TAKS Commended was about the same. In 2010-11, overall, 71.4 percent of high school students tested with the TAKS Science in Title I schools met Standard criterion, 19.0 percent met College Readiness criterion, and 8.6 percent met Commended criterion. The percentages of TAKS Met Standard in 2009-10 and 2010-11 were about the same while, the percentages of TAKS College Readiness and TAKS Commended in 2010-11 slightly increased from 2009-10 by 3.8 percentage points and 2.0 percentage points, respectively. In 2010-11, overall, 92.9 percent of high school students tested with the TAKS Social Studies in Title I school met Standard criterion, 57.6 percent met College Readiness criterion, and 35.7 percent met Commended criterion. The percentages of TAKS met Standard in 2009-10 and 2010-11 were about the same, while the percentages of TAKS College Readiness and TAKS Commended in 2010-11 slightly increased from 2009-10 by 3.5 percentage points and 3.1 percentage points, respectively.

**Translation Service**

The Translation Services program of Dallas ISD provided translation service to students, their parents, and local communities. The goal of the Dallas ISD translation services program was to provide professional services and expertise in communicating with the diverse communities, to facilitate school communication with limited or non-English speaking parents, and to promote participation in their children’s education. Funded by Title I, the translation services department provided 121 translation services, 136 oral translations, and a total of 680 hours of weekly tutoring to students in reading, mathematics, language arts, and social studies. In general, three quarters of the respondents were satisfied with the availability of the language interpretation. Eighty-seven percent (87%) of the respondents were satisfied with the turnaround of documents. A majority of the respondents believed that having a tutor working with a student in his/her native language contributed significantly to the student’s academic progress.
**McKinney-Vento**

The major goals of the McKinney-Vento program for 2010-11 were to increase the number of homeless students that were directly served by the Homeless Education Program and to increase student achievement among program participants. During the 2010-2011 school year, the number of homeless students served directly by the Homeless Education Program (McKinney-Vento) was 1,866 or 87.0 percent of all Dallas ISD homeless students (2,139). This is an increase from 29 percent of homeless students directly served during the 2009-10 school year. Slight changes were shown in the number of McKinney-Vento students that met Standard in TAKS Mathematics which decreased to 60.9 percent from 69.3 percent during the 2009-2010 school year.

**Parent Services and School Choice**

The Parent Services and School Choice department at the Dallas ISD was funded by Title I, part A, and strove to increase parental engagement and participation through various activities. Parent Services activities included providing trainings, workshops, and resources to parents. The grant also funded technical assistance, staff training, and resources for schools to increase parental involvement, as well as special programs such as college fairs and parent resource rooms. In the fall 2010, Dallas ISD hosted the Las Llaves del Exito College Fair, where colleges and universities presented information about their programs. The majority of attendees agreed that Las Llaves helped increase their understanding of how to prepare for college. More parents than students reported that the information presented helped them realize that college was financially attainable. A greater percentage of parents than last year agreed that they could see a way for their child to attend college. The general findings from the exit survey suggest that the fall 2010 Las Llaves del Exito College Fair was a successful event.

Dallas ISD and the Dallas Community College District (DCCCD) hosted Las Llaves del Exito in the Spring of 2011. The fair was organized along three complimentary pathways. The parent pathway offered sessions in English and Spanish on financial aid, how to prepare one’s child for college, and information on Texas state law governing graduation requirements. At the same time, juniors were offered sessions on writing essays for scholarships and admissions, SAT and ACT testing strategies, finding and applying for scholarships, and earning college credit while in high school. Seniors were offered sessions that included on-site help with applying to college, understanding the educational system, college survival tips, and financial aid information including applying for financial aid (FAFSA). All students had access to a college fair where they could meet representatives from local colleges. The majority of attendees agreed that Las Llaves helped them prepare for college. A large percentage of parents found the session that provided information about paying for college helped them to realize they could afford to send their child to college. The majority of parents stated that the hands-on help they and their child received to submit the FAFSA application online was helpful. Most parents found the hands-on admissions area helpful. The general findings from the exit survey suggest that the spring 2011 Las Llaves del Exito/The Keys to Success College Fair was a successful event.

**Reconnection Program**

The Reconnection program was designed to assist students to recover credits for incomplete or failed courses. The program allowed students to remain enrolled in courses in the traditional classroom setting on their campus while recovering credit in Reconnect centers during assigned periods. Credit recovery allowed students to remain on track to be promoted or graduate with their cohort. The Reconnect program served 4,318 students during the 2010-11 school year, a 14 percent increase from the 2009-10 school year. The majority of Reconnect students were seniors or juniors, male, Hispanic, and economically disadvantaged. Reconnection students attended school less often than those students not in the program. Reconnect students attended school about 85 percent of the time while non-Reconnect students attended about 92 percent of the time. Reconnect student also received lower TAKS scores than their counterparts. Reconnect students scored better than non-Reconnect students on five ACP exams but scored at least five percentage points lower on 23 exams. As expected, Reconnect students had a lower GPA than did non-Reconnect students (i.e., about 77% and 81%, respectively). A majority of Reconnect centers increased the number of students served and credits earned from the 2009-10 school year.

**John Leslie Patton Jr. Academic Center**

The Dallas Independent School District (Dallas ISD) and the Over-Age Academic Center Task Force developed the John Leslie Patton Jr. Academic Center (Academic Center) to address growing concerns over graduation and dropout rates among Dallas ISD students. The Patton Academic Center opened in September 2010 and was an alternative school for over-age, under-credited students. The goal of the Academic Center was to increase graduation rates throughout the district, decrease the number of over-age and under-credited students in the district, maintain academic rigor while providing a non-traditional learning environment, and use relationship-based strategies to allow at-risk students to further
their education. The Patton Academic Center struggled to meet its stated goals. Only about 23 percent of students were enrolled for all four quarters and 42 percent were only enrolled in one quarter. About 21 percent of the 517 students enrolled at the Academic Center throughout the year were not assigned to any periods and attendance issues, no shows, and failures due to excessive absences were common. The students earned fewer than two credits on average per quarter but this average increased over time indicating that Academic Center staff was improving their ability to serve students. The percentage of students earning no credits also decreased over time. GPA, end-of-course grades, and ACP scores were fairly low. Average GPA ranged from between 64.66 and 74.70. Average end-of-course grades ranged between 55 percent to 80 percent for core courses, 62 and 86 percent for study skills labs and 49 percent and 90 percent for non-core courses. ACP scores ranged from 60 percent to 72 percent. Average end-of-course grades were below passing for at least 50 percent of all classes (core and non-core). Attendance was analyzed only for students who attended all four quarters of the 2010-11 school year. Attendance percentages ranged from 74 and 81 percent with freshmen attending least often. Thirty-eight students were reportedly not enrolled in any periods throughout the 2010-11 school year; however, records indicated they were attending courses and had an average attendance percentage of about 72 percent. This was likely due to the continued difficulties the school had in tracking its students. The Patton Academic Center counselor provided graduation and promotion data for the 2010-11 school year and reported that 14 students were promoted and 27 students graduated. The majority of students who took TAKS passed the reading and social studies exams (about 64% and 86%, respectively). Only 30 percent of students passed the math TAKS and only about 40 percent had passed the science TAKS.

African American Mathematics Initiative

Established in 2006, the Dallas Independent School District African American Mathematics Achievement Task Force was created in support of Dallas Independent School District's (Dallas ISD) initiative to improve the academic achievement of all students and to eliminate the achievement gap between and among student groups. The objectives of the African American Mathematics Initiative (AAMI) were (1) to increase the mathematics achievement of all students, (2) to close the mathematics achievement gap between student groups and (3) to improve African American student achievement in mathematics. Group Excellence provided mathematics tutoring and mentoring services to 10,220 students throughout 130 Dallas ISD schools. Students who received Group Excellence tutoring and mentoring services were about equally split between gender with about 49 percent being identified as female and 51 percent male. Over 97 percent of students served in the Group Excellence tutoring program were either African American (61.3%) or Hispanic (36.2%). Dallas ISD students who received Group Excellence services were equally split across school levels. Thirty-five percent of middle school, 33 percent of elementary, and 32 percent of high school students received Group Excellence tutoring and mentoring services during the 2010-11 school year.

Texas Assessment of Knowledge and Skills

Mathematics test results revealed that district students increased their mathematics achievement from prior years. During the 2010-11 school year, African American and Hispanic students had a one percentage point increase on the 2011 TAKS Mathematics test (67.3 % for African American and 78.9% for Hispanic) from the prior school year; however, while students’ passing rates stayed relatively the same (86%). Although African American student TAKS Mathematics test passing rates increased annually during the 2007-08 to 2010-11 period, African American passing rates were lower than district student passing rates each year. African American student passing rates were nine percentage points lower than district students in 2007-08, ten percentage points lower than district students in 2008-09, and nine percentage points lower than district students in 2009-10 and 2010-11. African American student commended rates were between seven and eight percentage points lower than district students each school year from 2007-08 to 2010-11.

Youth and Family Center Program

The Youth and Family Centers (YFC) Program began formally offering behavioral health services to students in the Dallas Independent School District in 1995. The main objectives of the YFC Program included, but were not limited to, (1) providing school-based health care, behavioral health care, and support services to Dallas children and families, (2) reducing the barriers to academic success so children can learn and teachers can teach, and (3) promoting the wholeness of the family by engaging families in their children’s health care and education.

During 2010-2011, the Youth and Family Centers Program provided 40,285 mental health service contacts and served 4,493 students. These results represent an increase 15.0 percent over the totals from the 2009-2010 school year. The Youth and Family Center staff mostly consisted of mental health professionals (59) most of them with a master’s level of education (37). On average, Youth and Family Center staff had about ten years of district experience.