Title I School Improvement Initiative: 2010-2011

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At-a-Glance

The No Child Left Behind Act of 2001 (NCLB) requires all public schools and school districts to demonstrate adequate yearly progress (AYP) by meeting set standards in reading and mathematics performance and participation, as well as in student attendance and high school graduation rates. Failure to meet AYP for two consecutive years triggers Title I School Improvement Program requirements, which are implemented in a series of five stages. Each successive improvement stage carries more stringent requirements. In 2010-11, the Dallas Independent School District as a whole and 32 schools were in the Title I School Improvement Program.

Program Description

AYP standards for 2010-11 included student passing rates of 80% in reading and 75% in mathematics for all students tested in grades 3-8 and 10, as well as the following student subgroups: African-American, Hispanic, white, economically disadvantaged, limited English proficient (LEP), and special education. Other AYP indicators include testing participation, attendance (elementary and middle schools), and graduation (high schools).

Campuses that do not meet AYP for the same indicator for two or more consecutive years are subject to Title I school improvement requirements, such as offering school choice and supplemental education services. Title I requires districts and campuses to implement these improvement provisions in progressive stages, based on the number of years a campus does not meet AYP for the same indicator. Improvement campuses must draft a revised campus improvement plan that includes measurable goals. They also must receive technical assistance and institute a program of professional development. They also must offer students the opportunity to transfer to a higher performing campus in the district.

In 2010-11, the district had 31 secondary schools and one elementary campus on Title I improvement stages. Eight schools were in Stage 1 improvement, and three were in Stage 2. In addition, three campuses were in Stage 3, five in Stage 4, and thirteen in Stage 5.

Stage 5 schools were B. Adams, Adamson, A. Maceo Smith, Carter, North Dallas, Pinkston, Roosevelt, Samuell, and Sunset; along with Hood, Hulcy, Long, and Storey middle schools. The Stage 4 campuses were Kimball, Seagoville, and South Oak Cliff high schools, along with Comstock and Hill middle schools. Stage 3 schools consisted of Lincoln H.S., Cary M.S., and Seagoville M.S.. Stage 2 campuses were Hillcrest H.S., Jefferson H.S., and Browne M.S. The Stage 1 schools were Madison, Skyline, and Wilson high schools; P.C. Anderson, M. Jackson, and Florence middle schools; and Titch Elementary.

Implementation

NCLB requires improvement schools to complete a campus improvement plan that includes measurable goals and outlines a program of professional development that addresses the areas in which the school missed AYP. Improvement schools also must receive technical assistance and offer students the opportunity to transfer to higher-performing schools in the district. Campuses at Stage 2 and higher, in addition to these requirements, must offer supplemental educational services (SES).

A review of the Campus Improvement Plans (CIPs) for the 32 improvement schools found that most schools were forming concrete measurable goals. However, there were a number of schools that were not creating two-year plans and there is still an accountability issue with schools not showing a logged meeting in the last two years.

Title I School Improvement Program campuses are required to offer students the opportunity to transfer to better-performing district campuses. Overall, 371 students transferred to other campuses. Conrad, Spruce, and W.T. White high schools were the only destinations for high school transfers, while Atwell and Walker were the most popular choices for middle school transfers.
Supplemental Services

NCLB school improvement rules require that schools at Stage 2 and higher provide Supplemental Educational Services (SES), which includes tutoring and other services provided outside the regular school day. In 2010-11, 11,268 students (about 44% of the eligible total) in 24 campuses enrolled in SES. However, SES data indicated that a smaller number of students, 5,023, actually participated in tutoring.

Outcomes

Only three of the 32 of the Title I School Improvement Program campuses met AYP, according to preliminary results released in August 2011 by the Texas Education Agency. Nearly all of the campuses missed AYP in mathematics, indicating that mathematics performance continues to be an issue of concern.

Another issue of concern is the raise in the reading performance requirement (80% passing), 16 of the 32 SIP campuses missed AYP for reading. Only two campuses missed AYP due to graduation.

The reason for the number of campuses missing AYP is mainly two-fold: (1) the increase in reading and mathematics passing requirements (75% and 80% respectively). At the same time, TEA discontinued the use of TPM in accountability systems. In the previous two years, TPM assisted many Dallas ISD campuses in making AYP.

In addition to the campuses, the district missed AYP for reading and mathematics performance by African-American and Special Education student groups. This was the fourth consecutive year the district missed AYP for reading and mathematics, placing it on Stage 3 for this measure. Stage 3 means the Dallas ISD will have to implement a major corrective action.

In addition, for the first time Dallas ISD will have one elementary school in Stage 2 status. This means that elementary school will have to provide SES services to those students.

Most concerning is the number of Year 1 campuses the Dallas ISD has. Year 1 is a Dallas ISD designation that indicates a campus missed AYP and will enter into SIP next year if they miss AYP again. The Dallas ISD now has 49 Year 1 campuses. Given that the reading and mathematics performance requirements will increase next year, it is highly probable that many of the 49 Year 1 campuses will miss 2012 AYP and enter the SIP.

Figure 2 displays passing rates in reading and mathematics for Title I School Improvement Program campuses.

Figure 2 – TAKS Passing Rates in Title I School Improvement Program campuses, 2010-2011.

Recommendations

Focus on Continued Improvement as AYP Standards Rise – Preliminary achievement results show that the Title I School Improvement Campuses did not improve at a rate to keep up with the increasing AYP standards. Continued improvement will be necessary, in light of higher AYP standards that take effect in 2010-2011. The passing standards rise to 87% in reading and 80% in mathematics. Overall, high schools have more trouble passing the mathematics AYP while elementary schools have more trouble with the reading AYP.

Prepare for More Campuses to be in SIP – Preliminary AYP results indicate that Dallas ISD will have 49 Year 1 Campuses, most of them elementary. Given the increase in AYP standards, many of these campuses will most likely miss AYP and enter in SIP for 2012-13 as Stage 1 campuses. The district should be prepared to have the personnel in place to handle this increase in regulation and reporting requirements.

SES Provider Information – The district should examine the legal requirements and consider providing the performance results of SES providers to parents, with the aim of parent selecting the providers that have shown a history of improving student academic performance.

Campus Improvement Plan Use – The CIP website should include more examples of the best CIPs for campuses to model.

For more information, see EA11-189-2, available in the future at www.dallasisd.org/inside_Dallas ISD/depts/evalacct/