Title I School Improvement Initiative: 2011-2012

James Holland, M.A.; Janaka Johnson-Smith; Rett Mickelson

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 2011-12, the Dallas Independent School District as a whole and 35 schools were in the Title I School Improvement Program.

Program Description

AYP standards for 2011-12 included student passing rates of 87% in reading and 83% 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 2011-12, the district had 35 secondary schools and one elementary campus on Title I improvement stages. Eight schools were in Stage 1 improvement, and six were in Stage 2. In addition, two campuses were in Stage 3, three in Stage 4, and sixteen in Stage 5.

Stage 5 schools were B. Adams, Adamson, Carter, Kimball, North Dallas, Pinkston, Roosevelt, Samuell, Seagoville HS, South Oak Cliff, and Sunset, along with Comstock, Hood, Hulcy, Long, and Storey middle schools. The Stage 4 campuses were Hill MS, Lincoln HS, and Seagoville MS. Stage 3 schools consisted of Hillcrest and Cary. Stage 2 campuses were Jefferson, Skyline, Madison, Browne, Lang, and Titche. The Stage 1 schools were Conrad, Florence, Franklin, Rusk, Tasby, Webb-Blanton, Hotchkiss, and Mills.

Figure 1 – NCLB School Improvement Program campuses, as a percentage of all DISD campuses, 2011-12.

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 35 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, 510 students requested transfer to other campuses, of which 322 actually transferred. Statistical analysis revealed no positive effect on transferring students’ test scores.
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 2011-12, 10,862 students (about 48% of the eligible total) in 27 campuses enrolled in SES. However, SES data indicated that a smaller number of students, 7,941, actually participated in tutoring. Statistical analysis revealed a sporadic, and very minimal, positive effect of SES tutoring on assessment scores.

Outcomes

Only seven of the 35 of the Title I School Improvement Program campuses met AYP, according to preliminary results released in August 2012 by the Texas Education Agency. Many campuses missed for reading (17), almost matching the number of campuses that missed for mathematics (23). This is most likely due to the raise in reading performance requirement (87% passing). Only two campuses missed AYP due to graduation. Thomas Jefferson was the only SIP campus to make AYP two years in a row and therefore exited SIP.

As E&A predicted last year, the rise in AYP standards would most likely lead to a significantly larger number of schools missing AYP. In 2010-11, there were 49 Year 1 campuses. 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 majority of Year 1 campuses missed AYP in 2011-12 (34) and will now enter into SIP Stage 1 for 2012-13.

For 2012-13, the district will have 72 campuses in SIP: nineteen in Stage 5, two in Stage 4, four in Stage 3, five in Stage 2, and forty-one in Stage 1. In addition, there are another 94 campuses in Year 1.

In addition to the campuses, the district missed AYP for reading and mathematics performance by every student group except white students. This was the fifth consecutive year the district missed AYP for reading and mathematics, placing it on Stage 3 for this measure for a 2nd year. Stage 3 means the Dallas ISD will have to implement a major corrective action. If Dallas ISD is identified for Stage 3 for a 3rd consecutive year, the TEA has the right to institute major governance changes within the district.

![Figure 2 – NCLB School Improvement Program campuses, as a percentage of all DISD campuses, 2012-13.](image)

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 2012-2013. The passing standards rise to 93% in reading and 92% in mathematics. Given previous district trends as well as the introduction of the more rigorous STAAR test, there is a high likelihood the district will continue to see more campuses miss AYP under the current NCLB system.

**Prepare for More Campuses to be in SIP** – Preliminary AYP results indicate that Dallas ISD will have 94 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 2013-14 as Stage 1 campuses. The district should be prepared to have the personnel in place to handle this increase in regulation and reporting requirements. In addition, many of the Stage 1 campuses could move on to Stage 2, which would mean a significant increase in the number of students eligible for SES services.

**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 EA12-189-2, available in the future at www.dallasisd.org/inside_Dallas ISD/depts/evalacct/