Title I School Improvement Initiative: 2012-2013

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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 2012-13, the Dallas Independent School District as a whole and 70 schools were in the Title I School Improvement Program.

Program Description

AYP standards for 2012-13 included student passing rates of 93% in reading and 92% 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 2012-13, the district had 70 schools on Title I improvement stages. Forty one schools were in Stage 1 improvement, and five were in Stage 2. In addition, four campuses were in Stage 3, two in Stage 4, and eighteen in Stage 5.

Stage 5 high schools were B. Adams, Adamson, Kimball, Lincoln, Pinkston, Roosevelt, Samuell, Seagoville, South Oak Cliff, and Sunset, Carter, and North Dallas, while middle schools included Comstock, Hill, Hood, Long, Storey, and Seagoville. The Stage 4 campuses were Hillcrest HS and Cary MS. Stage 3 schools consisted of Skyline HS, Browne MS, Lang MS, and Titche ES. Stage 2 campuses were Madison HS, Florence MS, Franklin MS, Tasby MS, and Webb-Blanton ES. The Stage 1 schools were Spruce HS, White HS, Conrad HS, Atwell Law Acad., Gaston MS, W. Holmes, Rusk MS, Spence Acad., Earl Dade MS, Zumwalt MS, Edison MS, Garcia MS, Medrano MS, Allen Charter, Bayles ES, Budd ES, Burleson ES, Bushman ES, Carpenter ES, Carver Learn. Cntr., Central ES, Cowart ES, Donald ES, Gill ES, Kirk Hall ES, Larry Smith ES, Hotchkiss ES, Kiest ES, Lisbon ES, Mills ES, Moseley ES, Oliver ES, Truett ES, Weiss ES, Cochran ES, Guzick ES, Zavala ES, Douglass ES, Mata ES, Moreno ES, and Pl. Grove ES.

![Figure 1 – NCLB School Improvement Program campuses, as a percentage of all DISD campuses, 2012-13.](image)

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 24 randomly sampled improvement schools found that most CIPs included rigorous indicators to measure progress and outlined specific actions to accomplish stated goals. However, overall, CIPs were
Title I School Improvement Program campuses are required to offer students the opportunity to transfer to better-performing district campuses. Overall, 487 students transferred.

**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 2012-13, 29,094 out of 33,426 students (87%) were eligible to receive SES in 29 campuses. However, SES data indicated that only 4,559 students actually participated in tutoring. Statistical analysis revealed no positive effect of SES tutoring on assessment scores.

**Outcomes**

In September of 2013, the State of Texas secured a conditional waiver from the U.S. Department of Education for specific provisions of the Elementary and Secondary Education Act (ESEA), commonly known as the No Child Left Behind (NCLB) Act of 2001. Under key components of the state’s NCLB waiver, Texas schools will no longer be designated as having met or made Adequate Yearly Progress (AYP), effective for the 2013-14 school year. Instead of federal designations for all schools in Texas, only the lowest performing 15 percent of schools will be identified as Priority or Focus Schools. Those schools will be subject to a series of federally-prescribed interventions. At the time of publication, these schools had not yet been identified, and these interventions were not yet defined.

Additionally, Texas school districts will no longer be required to set aside 20 percent of their Title I federal dollars to provide Supplemental Educational Services (SES). A district will now be free to use those funds on academic intervention programs it deems most effective for its students.

**Recommendations**

**Tutoring**– The district should consider the following if it chooses to continue to provide tutoring services to its students: (1) increasing the number of tutoring hours allocated to students, (2) closely monitoring the quality and model of tutoring to ensure students are receiving high quality services, (3) creating an opportunity for tutor providers and teachers to communicate on a regular basis regarding students receiving tutoring services in order to deliver targeted assistance and better address student needs, and (4) examining the legal requirements and consider providing the performance results of providers to parents, with the aim of parents selecting the providers that have shown a history of improving student academic performance. Additionally, school staff, parents, and all other stakeholders should continue to encourage students to take advantage of tutoring services provided to increase the utilization rate.

**Campus Improvement Plans (CIPs)** – The district should make available several examples of well-conceived and well-developed CIPs for campuses to model. Furthermore, the district should consider providing a rigorous and extensive training on developing Strategic/Specific, Measurable, Attainable, Result oriented, and Time-Bound (SMART) goals to administrators and school leadership teams.

For more information, see EA13-189-2, available in the future at www.dallasisd.org/inside_Dallas ISD/depts/evalacct/