Title I Programs: 2011-12

Robert J. Costello, Ph.D., Myoungsook Kim Ph.D., Jin Zhang Ph.D., Leo Ledezma Ph.D.

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.”

Demographic Characteristics

In 2011-12, there were 9,444 full-time teachers in 222 Title I schools in Dallas ISD. There were 5,543 elementary school teachers, 1,706 middle school teachers, and 2,195 high school teachers. At each school level, elementary, middle and high school, there were a higher percentage of female teachers. At the elementary level, African Americans (32%) and Hispanics (39%) comprised the majority of teachers. At the middle school level, 54 percent of the teachers were African Americans, 33 percent were whites and 10 percent were Hispanics. Forty-two percent (42%) of the high school teachers were African Americans, while 41 percent were whites and 13 percent were Hispanics. Most Hispanic teachers were at the elementary level (39%) with fewer at the middle school (10%) or high school levels (13%). More African American teachers were at the middle school (54%) or high school levels. A total of 153,354 students were enrolled in 222 Title I schools. Hispanic (70%) and African American (25%) 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, 54.7 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 11,777 students were reported eligible for special education in Title I schools in 2011-12.

Academic Achievement

In 2011-12, there were a total of 166 schools at different AYP stages, a dramatic increase from the previous year (88). There were 41 schools in Stage I and 95 schools in year 1. Dallas ISD met the required NCLB graduation rate in the 2010-11 school year. The percentage of Dallas ISD students graduating in four years increased by six percentage points for the class of 2010-11. Dallas ISD’s four-year graduation rate and completion rate have risen during the last three years. The dropout rate in each student group continued to decline. The overall attendance rates in 2009-10, 2010-11 and 2011-12 for Dallas ISD Title I schools, as well as the attendance rate for each ethnic group met or exceeded the State’s 90 percent standard.

Of all Title I school students in Grades 10 through 12 tested on the 2011-12 TAKS reading, students had an overall passing rate of 88.0 percent which met the standard. White students had the highest passing rate at 93.3 percent, followed by Hispanic students at 88.9 percent and African American students at 85.6 percent. On TAKS mathematics (grades 10 through 12), students had a 76.5 percent passing rate. White students had the highest passing rate at 83.4 percent followed by Hispanic (78.7%), and African American (69.8%) students. Thirty-one percent (31%) of Title I school students met the criteria for “College Readiness” in reading, 28 percent in mathematics, 63.8 percent in social studies, and 24.8 percent in science. STAAR EOC test results of Title I school students showed a 55.1 percent in English I Reading, 41.5 percent in English I Writing, 74.2 percent in Algebra, 95.3 percent in Geometry, 81.6 percent in Biology, and 74.9 in World Geography. White students had the highest percentage of “Satisfactory” and “Advanced” in the six subjects, followed by Hispanic and African American students.

On STAAR tests, students had an average raw score of 28 in reading, 27 in mathematics, 32 in writing, 30 in science and 26 in social studies. White students had the highest average raw scores in reading (33), followed by Hispanic (29) and African American (27). In mathematics, white students had the highest average raw score (31), followed by Hispanic (28) and African American (24).

A total of 12,560 Title I school students in grades kindergarten through two were administered the ITBS Reading test, with 55.4 percent (6,955 students) scoring at or above the 40th percentile. A total of 18,186 Title I school students in grades kindergarten through two were administered the Logramos Reading test, with 89.0 percent (16,190 students) scoring at or above the 40th percentile. A total of 24,728 Title I school students in grades kindergarten through grade two were administered the ITBS Mathematics test, with 54.5 percent (13,467 students) scoring at or above the 40th percentile.
In addition, At-a-Glances for 13 Title I programs and analysis of Title I parent surveys are included. The 13 Title I programs for which evaluations were provided are: Academic Readiness & College Access Program, African American Success Initiative, Instructional Coaching Program, College and Career Readiness, Data Services Program, Helping Young Children Succeed, Home Instruction for Parents of Preschool Youngsters, McKinney-Vento Homeless Children Education Program, Parent Initiatives, Reconnection Center Program, Translation Services Program, Youth and Family Centers Program, and Institutionalized and Delinquent Children Program.

Additional information may be obtained by consulting the Title I program evaluation report, EA12-613-2, which can be found at http://www.dallasisd.org/Page/15252.