

Title I, Part A Summary Report: 2007-08

The Title I, Part A program provides federal funds to local education agencies (school districts) under the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of Title I, Part A is to enable districts to support the improvement of elementary and secondary educational programs in both public and private, non-profit schools, and institutions. Title I funds are used to support schools in providing opportunities for children to acquire the knowledge and skills outlined in the state content standards and to meet the state performance objectives developed for all children.

Title I, Part A funds help districts serve schools with high concentrations of low-income students. According to the law, the level of Title I, Part A funding for a school district is based on census data for the percentage of low-income students, ages 5 to 17, living in the district attendance area. A child is defined as low income if he or she is eligible for free or reduced-price meals. Districts must serve schools with 75% or more low-income students residing in their attendance area. Remaining schools with less than 75% low-income students are served in rank order, as funding allows. A school can be schoolwide if 40% or more of the children residing in the school's attendance zone are low income.

In the 2007-08 school year, the Alcorn School District (ASD) allocated Title I monies to 7 schoolwide campuses where low-income children accounted for 63.77% or more of the combined student population. The campuses included: Glendale Elementary with 83.63% low-income enrollment; Rienzi Elementary with 71.24%; Biggersville Elementary with 64.56%; Alcorn Central Middle with 58.26%; Kossuth Elementary with 57.63%; Kossuth Middle with 57.46%; and Alcorn Central Elementary with 53.61%. Alcorn School District's 2007-08 total Title I allocation was \$760, 527 (\$664,527 2007-08 allocation and \$96,000 roll forward monies) with \$460,200 allocated directly to schools. Funds also were used to support programs and

services across the district (e.g. parent involvement programs, curriculum and instruction, professional development activities, and grant administration.

Students

According to district student records submitted to the MS Department of Education, the number of Alcorn District Title I students has increased gradually over the past several years. The seven schoolwide campuses have a total enrollment of approximately 2,200 students, with approximately 750 students served in Title I-supported academic interventions designed to assist students meet state standards and achieve grade-level objectives. Title I support services were provided to homeless students during the 2007-08 school year. Title I funds also were used to provide services to 17 students residing at Pine Vale, Inc. Children's Home, a neglected facility located in Alcorn County.

Staff

NCLB requires school districts to employ teachers in core academic subject areas (e.g. reading or English language arts, mathematics, science, social studies) who are highly qualified. In NCLB, "highly qualified" essentially means that teachers who teach in any core subject area must have a full state certification in that subject area. According to district and state records, at the beginning of 2007-08, 100% of ASD regular education teachers in the seven Title I schools were highly qualified. Another requirement for all Mississippi public school teachers is that they complete annual professional development activities, and district records show that all ASD teachers completed at least 18 hours of professional development activity in the past year.

NCLB also requires that all paraprofessionals providing instruction support for core academic subject areas in schools be highly qualified. For 2007-08, the ASD reported that forty (40) paraprofessional staff provided instructional support at Title I schools, and all were qualified to do so (e.g., had a higher education degree, had 2 years of study completed at a higher

education institution, or passed the WorkKeys assessment as required by the Mississippi Department of Education. The District employed four (4) Title I paraprofessionals and nine (9) teachers at the Title I schools.

Student Academic Achievement

Mississippi public schools are required by law to assess students' skills in reading or English language arts, mathematics, and science. This report reviews the Alcorn School District's results for the Mississippi Curriculum Test, version 2 (MCT-2) administered to all students in grades 2-8, and the Grade Level Science Test administered to all students in Grades 5 and 8. The Spring 2007 test was a pilot administration for the Science Test, with 2008 being the first year score reports will be provided to the districts and schools. End-of-course assessments, required for graduation, are administered to students enrolled in Algebra I, English II, Biology I, and U.S. History for the first time. Students are provided four (4) opportunities each school year to re-take these subject area tests if they fail on their first administration attempt. The most recent three-year trend for the Alcorn School District statewide assessment results are reported in the following Table.

*Note: *Percent of students scoring Proficient or Higher on the MCT.*

Grade / Test / Subject	2006*	2007*	2008*
2nd - MCT - Reading	91	86	NA
2nd - MCT - Language	86	79	NA
2nd - MCT - Math	95	92	NA
3rd - MCT - Reading	86	87	52.4
3rd - MCT - Language	75	82	NA
3rd - MCT - Math	92	93	53
4th - MCT - Reading	92	90	54
4th - MCT - Language	83	72	NA
4th - MCT - Math	82	78	55
5th - MCT - Reading	85	88	52
5th - MCT - Language	78	74	NA
5th - MCT - Math	79	72	49

Note: *Percent of students scoring Proficient or Higher on the MCT.

Grade / Test / Subject	2006*	2007*	2008*
6th - MCT - Reading	75	83	49
6th - MCT - Language	65	68	NA
6th - MCT - Math	70	74	45
7th - MCT - Reading	69	65	48
7th - MCT - Language	59	51	NA
7th - MCT - Math	66	62	47
8th - MCT - Reading	60	55	49
8th - MCT - Language	48	57	NA
8th - MCT - Math	67	56	39

Due to the change in the format and content of the Mississippi Curriculum Test, 2nd edition, it is not possible to make a direct comparison of scores from 2007 and 2008. However, in general, language arts and mathematics scores for 7th and 8th grades appeared to be comparatively higher than for other grades.

Accountability Ratings

By law, under the state and federal accountability systems, each Mississippi public school and district is given accountability ratings annually. These systems include a variety of student participation and performance indicators that determine the schools' and districts' ratings. In the Mississippi accountability system, the ratings a school and district can receive range from Level – Underperforming to Level 5 – Exemplary. The state accountability system indicators include academic performance by students in the subject areas of language arts and mathematics in grades 3rd through 8th; science in grades 5 and 8; and writing in grades 4 and 8. At the secondary level, graduation requirement assessments include Algebra I, English II, Biology I, and U.S. History. The state accountability system requires subset data be examined for all students and for the following student groups: White, Hispanic, African American, economically disadvantaged, non-economically disadvantaged, and special education. No achievement

ratings were provided by the state of Mississippi for any schools based on the Spring 2008 assessment data due to the significant changes in the assessment content.

The federal accountability rating system evaluates schools annually for adequate yearly progress (AYP). Participation and performance in the state's language arts and mathematics assessments are used, along with the subject areas of English II and Algebra I, along with high school graduation rates and elementary and middle school attendance rates. Similarly, the federal accountability system uses the accountability subset of students and examines academic assessment results for the same subgroups as mentioned previously. All schools within the Alcorn District met AYP ratings for 2007-08, with the exception of Kossuth High School, a non-Title I school, due to failure to test 95% of the total student population.

Summary and Recommendations

Although the Alcorn School District is making gains with respect to the percentages of students passing state-mandated assessments, room for improvement exists, as evidenced by the disparity between subgroups of students. The district must continue to focus on providing accelerated instruction and support for those students and subject areas in greatest need (i.e. middle school grades – 7th and 8th). Although the percentage of secondary students passing the subject area tests is continuing to increase, the percentage of students scoring in the proficient and advanced levels of the assessment continues to be a significant need. The intent of NCLB's Title I, Part A program is to improve the entire educational program as a school and to support all students in their efforts to acquire the knowledge and skills needed to meet state academic performance standards. Thus, those students who are in greatest academic need should be identified early and supported throughout the school year with academic interventions. If district and state educational goals for student success are to be met, Alcorn District staff must attempt to identify key characteristics of successful schools to improve student success throughout the district.