

Title I

1.5.2020



Where is it best to allocate Title 1 Funding?

- Should we take Title 1 funding at the high school level to increase the per pupil allocation **OR** increase the number of schools served in the elementary schools?

How Title I school allocations are determined

1. How many eligible schools will the LEA choose to qualify? *LEAs must serve schools in rank order according to poverty level, but an LEA determines the “cut off point” at which eligible schools receive Title I funding.*
2. To what extent should LEAs apply stratified funding bands in its funding formula?
3. **What poverty data do we choose to determine the eligibility of high schools?**
An LEA can use a high school’s own F/R% or use the F/R% of their feeder elementary schools. This can drastically change the rank order of schools.
 - a. Context: There are the **11** high schools in the state that are Title I, but there are **198** high schools that are eligible for Title I funding statewide.

Review from 2019 Title I Board Presentation

- In recent years, the Granite Park Junior High network opted into a Community Eligibility Program, allowing all students in these schools to be considered as Free Lunch recipients. As a result, the F/R% of these schools is artificially high. Consequently, the F/R% of Cottonwood High School increased, putting this school in our rank order of GSD schools eligible to receive Title I money.
- With Cottonwood High School's designation as Title I, now \$1.7 million of the \$9 million available to schools (19%) goes to Granger, Cottonwood High.
- With that \$1.7 million dollars, **additional elementaries schools** in Granite School District could be served, and/or **the PPA could be increased** in all other existing GSD Title I schools.

After Cottonwood High School's designation

- Cottonwood High School students now have more supports to address the high pockets of poverty that exist among their students; teachers have more resources at their disposal in closing achievement gaps.
- Title I elementary schools lost between \$7,000 and \$148,000 depending on their school size, reconfiguration updates, and adding this one high school.
- In some cases, principals report that because of the funding cuts, there were not enough funds to maintain their Title 1 paraprofessionals.
- We have grappled with the question “is it better to focus our Title 1 funding on elementary schools, or to include high schools?” in our funding philosophy.

Which funding philosophy is “better”?

“K-8 only” argument: *the earlier you provide intervention, the more time the resources come to fruition.*

“High school also” argument: *We cannot “inoculate” against poverty. Poverty simply doesn’t go away once students reach high school; it continues and there is need for high schools to have resources that can mitigate poverty.*

What does research state?

Nationwide Title I Funding Trends

High school feeder pattern projections “are rarely used” nationwide.

Nationwide, 57% of students that live in poverty, are in elementary schools.

Nationwide, these elementary students receive 76% of available Title I money to schools.

-Title I and High Schools: *Addressing the Needs of Disadvantaged Students at All Grade Levels*, Alliance for Excellent Education & Riddle, 2011

Granite Title I Allocation Formula

GSD currently uses a high school feeder pattern projection model.

In Granite, 57.38% of students that live in poverty are in elementary schools.

In Granite, our elementary students receive 66% of available Title I money to schools.

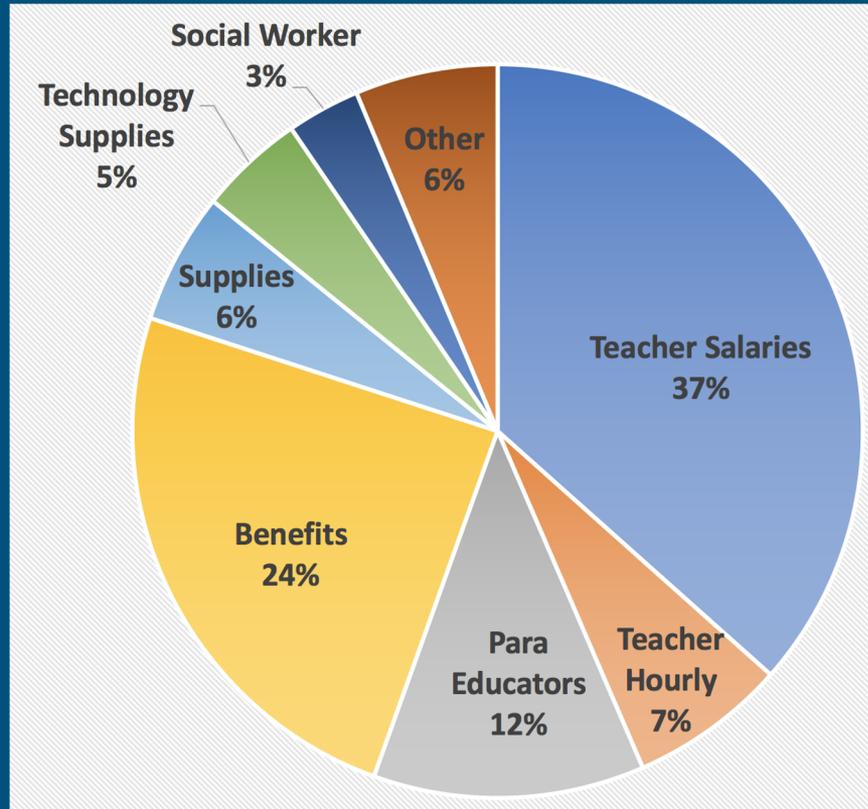
-Granite District 2020-2021 Title I allocation information

If Not Allocating Title I Funds to High Schools

We could increase the Title I Per Pupil Allocation in elementary and junior high schools from an average of \$773 to an average of \$1010

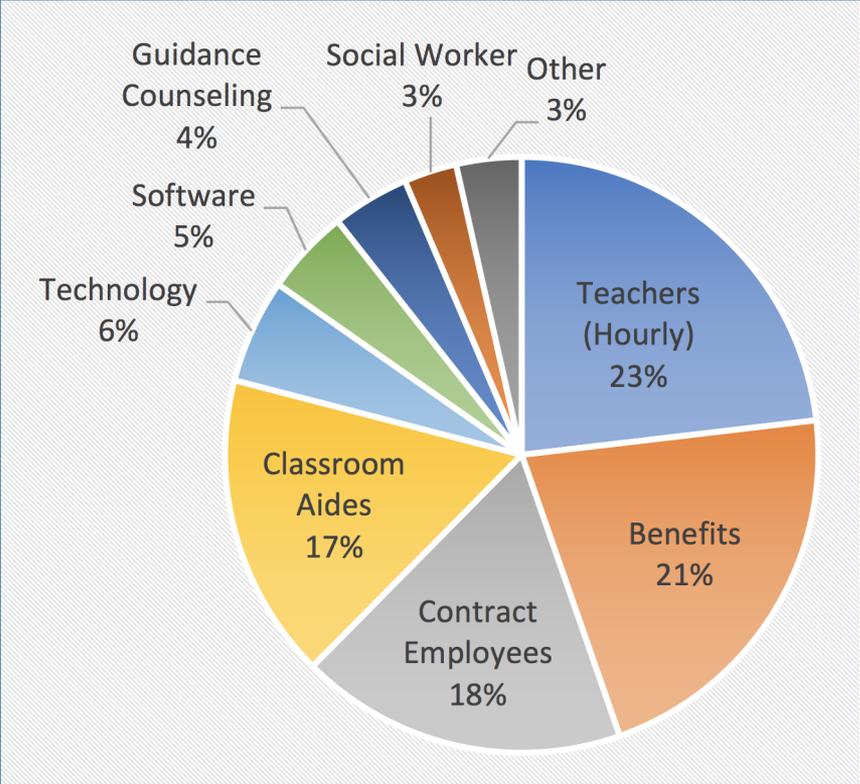
We could keep PPA the same and add 5-7 schools

2018-2019 Title I spending in elementary schools



86% of Title I school budgets - spent on people

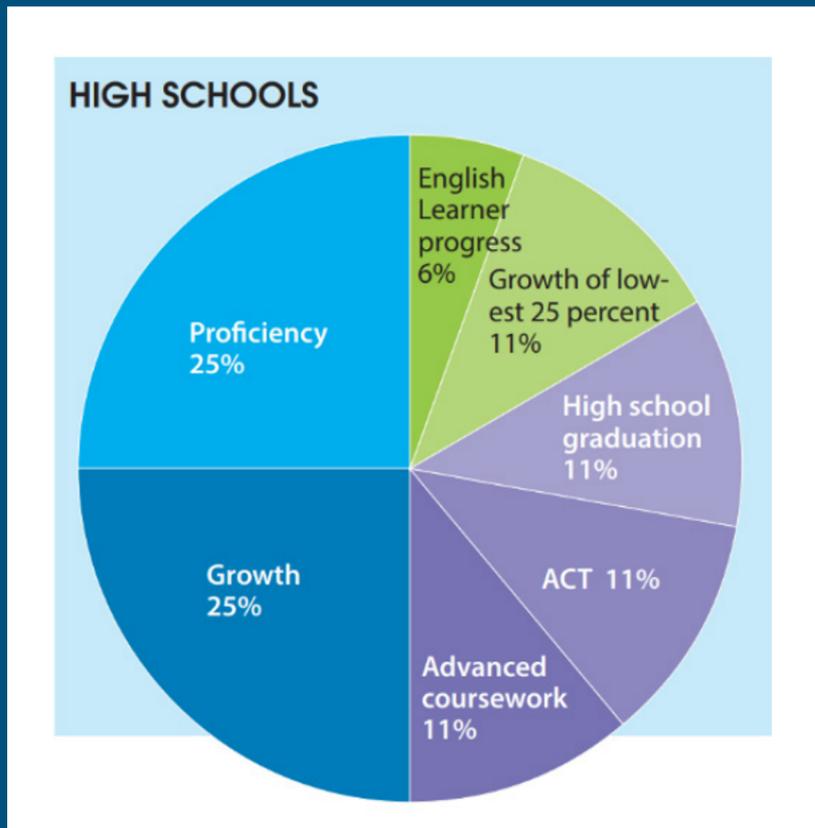
2018-2019 Title I spending in high school



86% of Title I school budgets - spent on people

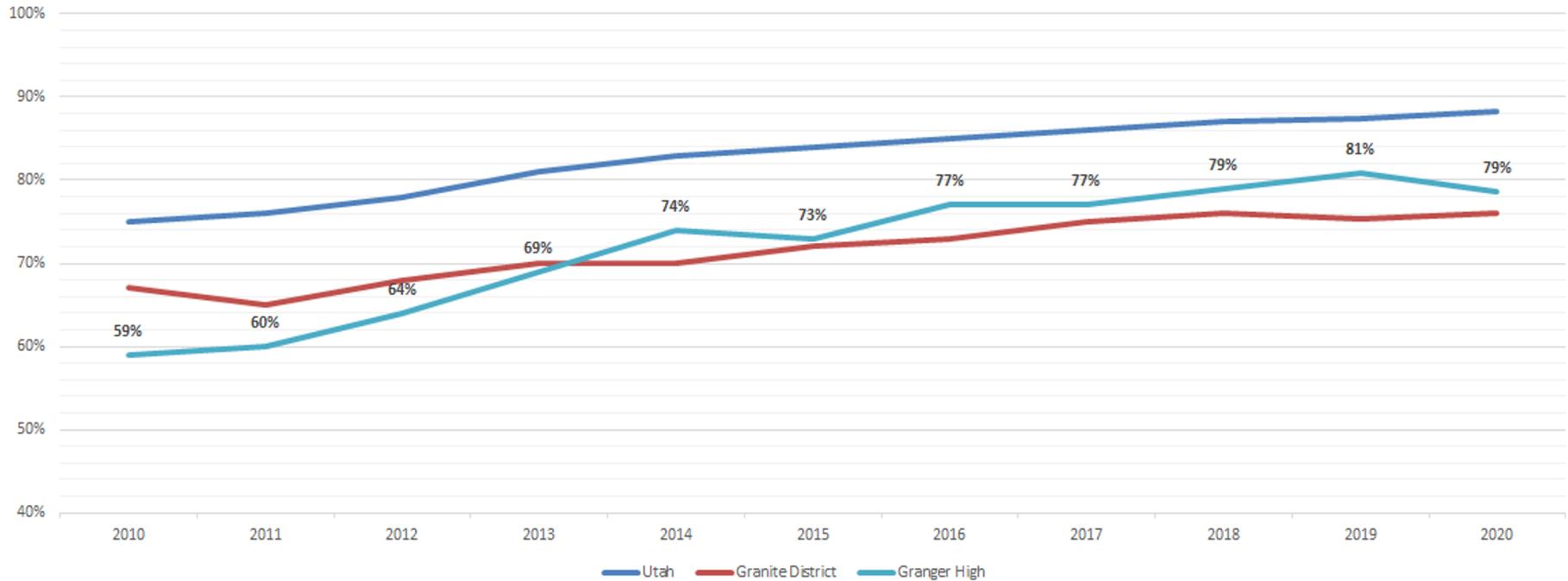
To what degree does Title I funding alone influence correlate with student achievement?

How High School Grades are Calculated



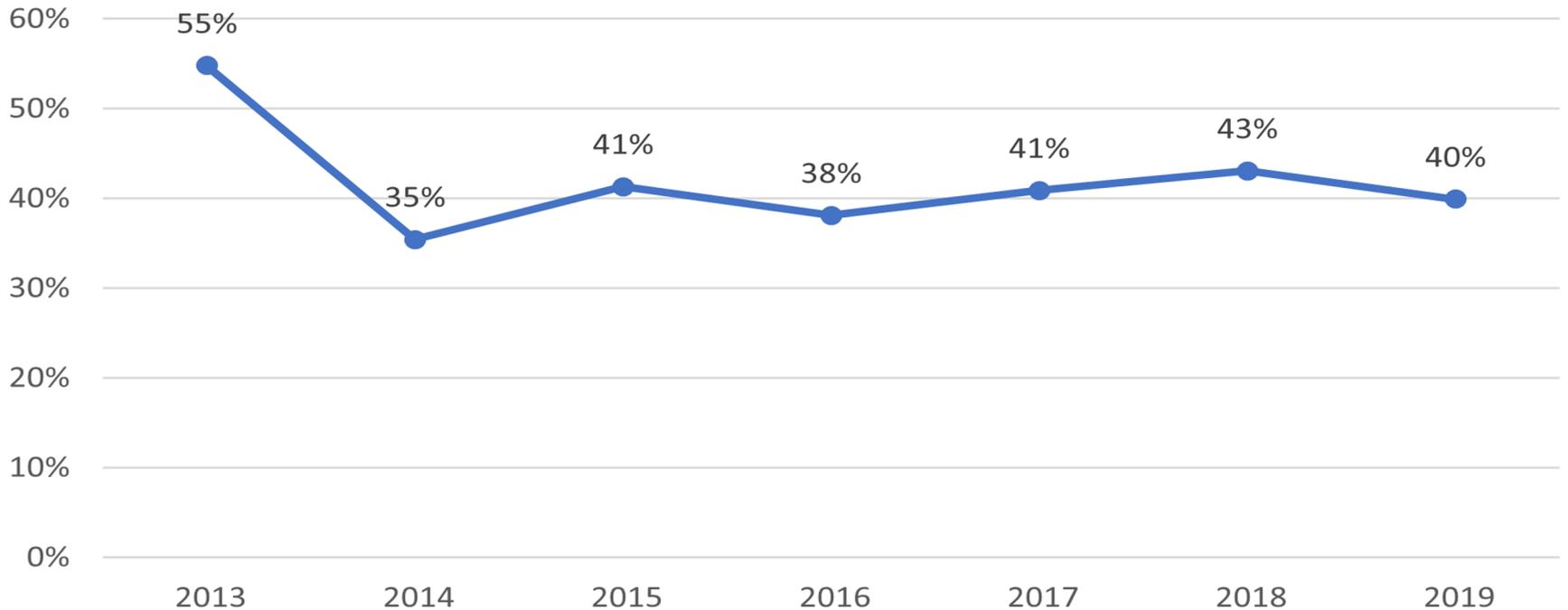
Granger High

Graduation Rate Trends 2010-2020

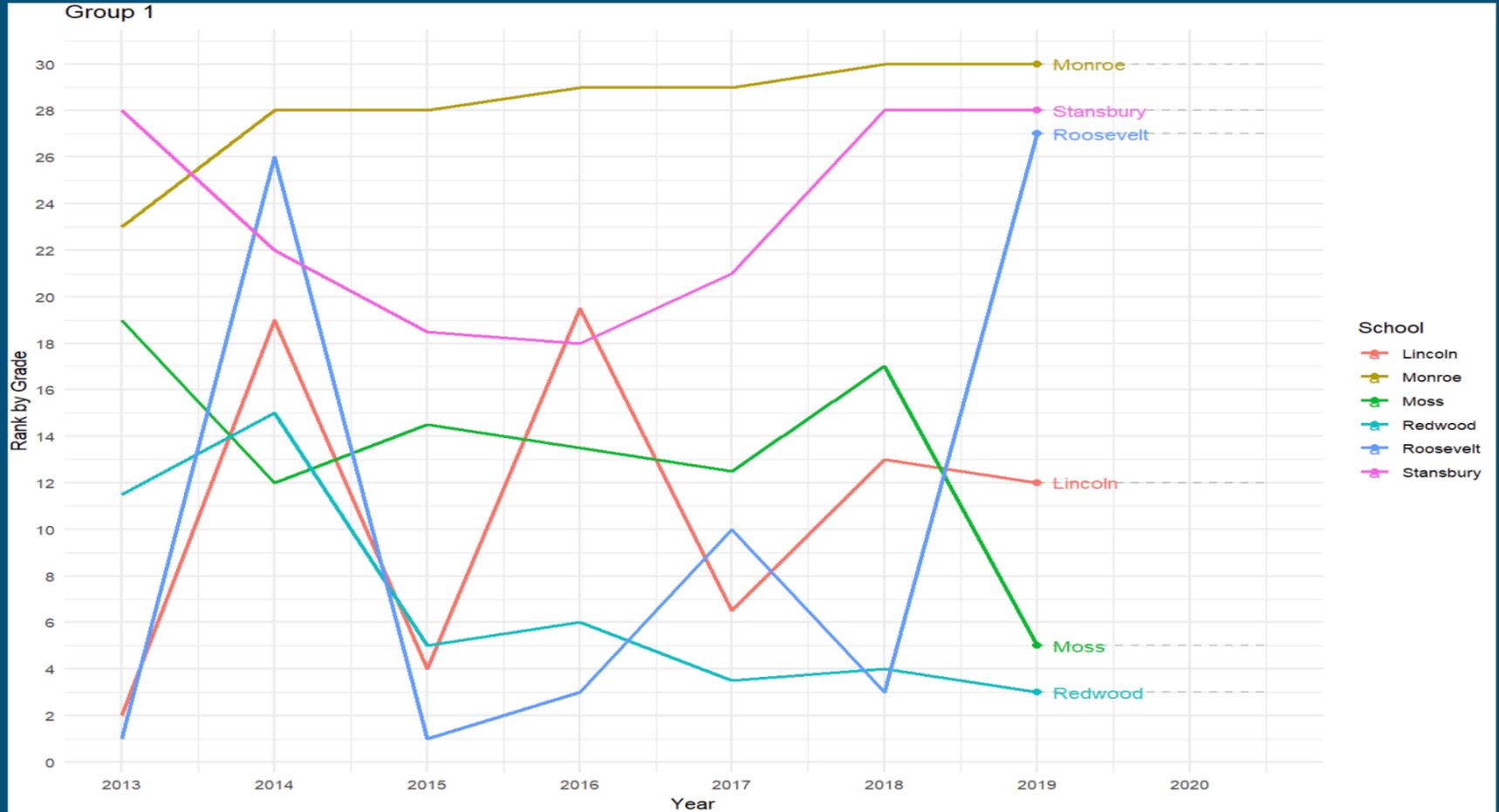


Granger High

Granger High Percent of Points for School Accountability



Title I Elementary Group



Four Case Studies



Funding Increase

What happens to student achievement when school factors stay relatively the same, but the school Title I funding increases?



Funding Gain

What happens to student achievement when school factors stay relatively the same, but a non-Title I school becomes a Title I school (gaining this funding)?



Funding Loss

What happens to student achievement when school factors stay relatively the same, but a Title I school becomes a non-Title I school (losing its funding)?



Funding Decrease

What happens to student achievement when school factors stay relatively the same, but a school's Title I funding decreases?

Analysis Findings - Funding ONLY

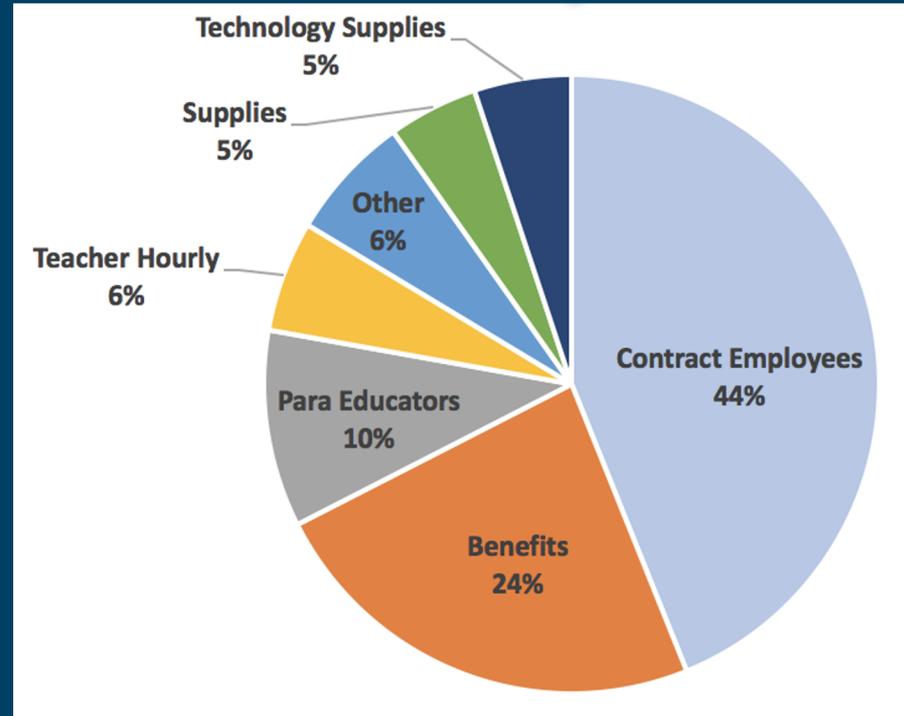
Funding Increase: No correlation on student achievement.

Funding Gain: No correlation on student achievement.

Funding Loss: No correlation on student achievement.

Funding Decrease: Slightly positive correlation on student achievement.

How are the consistently highest- (and lowest) performing Title I schools spending their Title I money?



Title I funding

School achievement is **dynamic** and related to many variables.

Increasing or decreasing Title I funding alone does not have consistent effects on student achievement. In fact, entire funding losses and gains have some **counterintuitive** relationships.

The variable with the greatest impact on school achievement than Title I funding relates to the **school's human capital** (principal, teachers, etc), and the extent to which **purposeful plans** exist to align resources and to build **collective commitment** and instructional capacity.

Principals assert that Title I funding assists with **teacher recruitment and retention**.

Summary

Our findings lean towards the national Title I funding practice:

“K-8 only” argument: *the earlier you provide intervention, the more time the resources come to fruition.*

Special Thanks

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