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Academic Achievement in Schoolwide Title 1 Elementary Schools

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COLLEGE OF EDUCATION

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Kelli K. Cronin

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2017

Abstract

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MA, Walden University, 2007

BS, Black Hills State University, 2000

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Title I federal funds are provided to schools with high percentages of children from low-income families to help ensure that all students meet academic standards. Despite this and other efforts by the federal government to assist low-income families with the problems associated with poverty, the minimum proficiency levels required by the No Child Left Behind Act have not been met by all students. Little research has been conducted to assess performance of South Dakota schools receiving federal funding under Title 1 to alleviate these deficits in academic achievement. The purpose of this study was to determine whether Title 1 had an effect on low socioeconomic schools by determining if Schoolwide Title 1 elementary schools in South Dakota demonstrated significant student gains in math and reading as measured by state standardized assessments. This nonexperimental quantitative study, guided by Bourdieu's theory of social and cultural reproduction, used archived school report card data to examine standardized testing results in math and reading during the school years of 2008-2009 through 2012-2013 for the 48 elementary Schoolwide Title 1 schools in South Dakota having complete data for these years. The results of the one-way repeated measures ANOVA followed by a Bonferroni post hoc test indicated no significant difference over time on standardized test scores in Schoolwide Title 1 elementary schools for reading, but there was a significant increase for math. The positive social change implications include providing data to inform school and state administrators of the effect of Title 1 of the ESEA on student achievement, and the need to reevaluate Title 1 programs to improve student achievement.

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Dedication

"With God, all things are possible."

This study is dedicated to my family—there are a lot of them! If I didn't have them, I wouldn't be who I am today! Both the Cronins' and Nickels' are exceptional people and no matter where you are or what you may need someone will always be there for you! WHATEVER IT TAKES!

To my daughter, Kayden, this is for you! I want you to always believe in yourself and when things get tough, may you have the strength and courage to overcome the toughness. Always remember our theme "Go Big or Go Home!" Although there will be times that you may want to "Go Home," always choose to "Go Big!" I hope that I have set an example of how you can accomplish anything that you set your mind to and work hard! You are my world!

To Brandon, you make me a better person!

To my parents, you supported me through this journey the whole way. Words cannot express how thankful I am for you and what you've taught me!

To my brothers, Kevin and Kirby (and their families), anything is possible! Follow your dreams and don't let anything hold you back!

In memory of my Grandpa and Grandma Nickels, the best role models a girl could be blessed with. Grandpa Cronin, for teaching me things I didn't even know you taught me until later in life. Grandma Cronin, for your love and wisdom that you always shared. Shane Cronin, you were taken from us way too early! Your dedication to what you loved will always be cherished!

Acknowledgments

Thank you to Dr. Babb for your high expectations and continuous support throughout this journey. I don't know of any other chair with the patience to stick with me for so many years! I don't know if I would have made it through this journey without your support. Thank you to Dr. McBroom who also stuck with me through many revisions with on-going support, and to Dr. Underwood who really made me think and pushed me to learn more through this process.

To my first Texas family at Western Hills Primary, as this girl who moved from South Dakota right out of college with what fit into her Grand Am car to teach in Texas, and had no idea what she was getting herself into, she moved into the best family anyone could have ever wished for! God definitely placed me where I needed to be!

To Orlena Whatley, you believed in me and gave me the courage and confidence to do more than I ever knew I could do. I thank you for "pushing" me when I doubted myself. You saw potential in me that I wouldn't have ever known I had.

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Section 1: Introduction to the Study

Background

In 1964, President Lyndon Johnson announced the unconditional War on Poverty in America (Council of Economic Advisers, 2014; McKee, 2010). There was a vigorous federal effort to address the problems of poverty, delinquency, unemployment, illiteracy, and school dropouts in American society (U.S. Department of Health, Education, and Welfare [DHEW], 1969). In response to these needs, the Presidential task force prepared the basic outline of the Elementary and Secondary Education Act (ESEA) of 1965 (DHEW, 1969). Title 1 provided federal aid for educationally deprived children be authorized, and in January of 1968, Congress redesigned it as Title 1, ESEA—Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families (DHEW, 1969).

Despite these efforts, students continued to lack academic proficiency. In 1983 the U.S. Department of Education (USDOE) declared that the United States was a "nation at risk."

> We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. (USDOE, 1983, para. 1)

The USDOE (1983) report also stated that although our nation had set high expectations for education, it continued to lack the effort it takes to fulfil those expectations.

Furthermore, in 2002, Congress reauthorized ESEA and President George W. Bush signed into law the No Child Left Behind Act (NCLB). This law requires state plans including accountability systems and school improvement (NCLB, 2001). NCLB (2001) also requires states to develop and implement challenging student academic standards that are applied to all schools and all children in the state. According to NCLB, a state accountability system (including assessment) must also be developed and implemented ensuring that all schools make adequate yearly progress (AYP). Also pertaining to NCLB requirements, schools that do not make AYP for 2 consecutive years will be identified as a school in need of improvement. Funds are allocated to schools in need with priority to "serve the lowest-achieving schools, demonstrate the greatest need for such funds, and demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to meet the progress goals in school improvement plans" (NCLB, 2001, p. 8).

When President Bush signed into law the No Child Left Behind Act, it stated that all students would be at a proficient level 12 years after the 2001-2002 school year; that school year was 2014, and all students are not at a proficient level either locally or as a nation. Title 1—Improving the Academic Achievement of the Disadvantaged is the first Title in the NCLB Act (USDOE, n.d.e). This study determined if the academic achievement of the disadvantaged was improving.

Locally, there is a lack of proficiency in standardized test scores as reported on the State Report Card (South Dakota Department of Education [SDDOE], 2013). This study focused on the accountability and school improvement requirements of NCLB by

determining if elementary Schoolwide Title 1 schools in the state of South Dakota indicated progress in reading and math during the previous 5 years, from 2008 to 2013. South Dakota's state report card provided information regarding standardized test scores at the state, district, and school levels for each school year, yet a study was not known to have been conducted determining if progress had been gained in academic achievement in Title 1 elementary schools across the state. A more detailed discussion on accountability, including assessment and school improvement, will be provided in Section 2.

Problem Statement

The purpose of the Nation's Report Card is to inform the public of academic achievement in elementary and secondary students in the United States (National Center for Education Statistics [NCES], 2013). According to the Nation's Report Card in 2013, only 27% of Grade 4 students in the United States scored as proficient in math and only 27% scored as proficient in reading. Although the Nation's Report Card (NCES, 2013) showed growth within the past 23 years, moving from 12% in math and 22% in reading in 1990, the question still remains as to whether the nation is achieving adequate proficiency. According to NCLB (2001), within 12 years of the 2001-2002 school year, the expected goal was that all students were expected to meet a level of proficiency. The problem addressed in this study was that not all students had met the minimum proficiency level required by NCLB, but there had been little research addressing performance of schools receiving federal funding under Title 1 to alleviate these deficits in academic achievement in the state of South Dakota. This study determined if there was

a difference in academic achievement in math and reading of students enrolled in Schoolwide Title 1 schools in the state of South Dakota during a 5-year time period.

In the state of South Dakota, 156 out of 298 elementary schools are currently identified with Title 1-Schoolwide programs (SDDOE, n.d.). According to the State of South Dakota's 2012-13 report card, 74% of all students were proficient or advanced in math and 74% of all students scored as proficient or advanced in reading (SDDOE, 2013). Although scoring 74% as proficient in math and reading was higher than the National Report Card, there was significant room for improvement because NCLB had set the expectation that all students were expected to meet the level of proficiency by 2014.

Nature of the Study

This nonexperimental, quantitative study examined the standardized test scores of elementary students in math and reading during the 5 school years of 2008-2009 through 2012-2013 of Schoolwide Title 1 schools in the state of South Dakota. The study determined whether the Schoolwide Title 1 schools had shown academic growth in math and reading. Archived data were collected from the state report cards available to the public on the state's Department of Education website for the school years of 2008-2009 through 2012-2013.

Research Questions

The research questions in this study were developed with the intention of determining if there was a significant difference in student achievement over the course

of the 5 school years of 2008-2009 through 2012-2013 by using standardized test scores in math and reading of Schoolwide Title 1 schools in the state of South Dakota.

RQ1: Is there a significant difference in academic achievement as measured by standardized tests in reading for Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period?

$H_0$1: There is no significant difference in academic achievement in reading in Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period.

H_a1: There is a significant difference in academic achievement in reading in Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period.

RQ2: Is there a significant difference in academic achievement as measured by standardized tests in math for Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period?

$H_0$2: There is no significant difference in academic achievement in math in Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period.

H_a2: There is a significant difference in academic achievement in math in Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period.

Purpose of the Study

The purpose of this study was to determine whether Title 1 of the ESEA had an effect on low socioeconomic schools by determining if Schoolwide Title 1 elementary schools were making significant gains in math and reading as measured by state standardized assessments during the 5 school years of 2008-2009 through 2012-2013 in the state of South Dakota. Academic achievement was measured by using the state standardized test scores available to the public during the years of 2008-2009 through 2012-2013.

Theoretical Framework

The NCLB Act (2001) mandated state accountability and school improvement as a method to improve student achievement with the goal of all students being proficient in math and reading and to close the achievement gap between the advantaged and disadvantaged students. The purpose of this study was to examine student achievement in Schoolwide Title 1 elementary schools in the state of South Dakota. Bourdieu's (1973) theory of social and cultural reproduction guided me to explore student achievement and socioeconomic status throughout this study.

Social reproduction consists of the structures and activities that transfer social inequality from generation to generation. Cultural reproduction consists of transferring existing cultural values and norms from one generation to the next (Bourdieu, 1973). Social reproduction can be related to Merton's (1968) *Matthew's Effect:* the rich get richer and the poor get poorer.

Bourdieu defined classes organized by three major positions: the lower position, the intermediate position, and the higher position. These can also be categorized as low, middle, and high class. In Bourdieu's theory on social and cultural reproduction, families tend to stay within their class from generation to generation. Families in the high class continue to be high class as they use their resources to obtain opportunities and advancement which contributes to their cultural experience. Families in the low class tend to stay in the low class because they do not have the resources to obtain opportunity or advancement nor higher cultural experiences (Pokropek, Borgonovi, & Jakubowski, 2015). Bourdieu provided statistics of the purchase of books as well as attendance at theatre, concerts, museums, and art-cinema, all of which are cultural activities that are more experienced by the high class than low class.

Relating Bourdieu's theory to education, students in the high class come to school with a more experienced background than students in the low class. According to Bourdieu, it is no surprise that it is difficult to break the circle of social and cultural reproduction, also known as cultural capital. However, the education system can act as mediation between structure and practice to break the circle.

In 1964, when President Johnson announced the unconditional War on Poverty in America, the attempt was made to provide opportunity for all children to have a fair, equal, and high-quality education (Council of Economic Advisers, 2014; Matsudaira, Hosek, & Walsh, 2012; McKee, 2010). Title 1 of the ESEA (DHEW, 1969) and NCLB (2001) support the initiative through funding, accountability, and school improvement. The lower position that Bourdieu defined can be comparable to the socioeconomically

disadvantaged class, which would qualify as the Schoolwide Title 1 school category. The high position he defined would qualify into today's non-Title 1 school category. Locally, as student achievement in Schoolwide Title 1 elementary schools in the state of South Dakota was examined to determine if academic growth was shown, Bourdieu's theory may express how schools can provide the instruments (materials), structure, and practice that may contribute to making a difference in closing the achievement gap. The data analyzed in this quantitative study may contribute to knowledge of successful, and non-successful, education systems regarding Bourdieu's theory on social and cultural reproduction. More detailed information about socioeconomic status and student achievement is provided in Section 2.

Operational Definitions

Accountability: The responsibility of states and school districts for achieving academic proficiency in a measurable way (USDOE, n.d.a).

Accountability system: A system that measures academic achievement through standardized state assessments as part of the responsibility for achieving academic proficiency and meeting adequate yearly progress (USDOE, n.d.a)

Adequate yearly progress (AYP): "To meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools" (NCLB, 2001, p. 22).

No Child Left Behind (NCLB)Act: A reauthorization of ESEA signed into law by President George W. Bush with the intention to close the achievement gap and to ensure all students perform at an academically proficient level. (NCLB, 2001).

Schoolwide Title 1: "A school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families" (NCLB, 2001, p. 47).

Assumptions, Limitations, Scope and Delimitations

Assumptions

Data were obtained from the State of South Dakota Department of Education website. It was assumed that all data collected from the website were reported accurately using information reported by individual schools. It was also assumed that the students who participated in the state math and reading standardized test during the past 5 years did so with their best effort with no other elements that disturbed their testing.

Limitations

The elementary Schoolwide Title 1 schools range in percentage of economically disadvantaged students. The schools are identified as Schoolwide Title 1 because they have a minimum of 40% of students from low-income families, but some have a significant higher proportion of students from low-income families (USDOE, n.d.d). There may be other elements included in the students' environments that may have had an effect on testing but that are not controlled, such as lack of sleep, food, or anxiety. Also not controlled are the demographics, or any other environmental factors, in each of the schools in which data were collected.

Scope and Delimitations

In this study, I focused on academic achievement in 156 Schoolwide Title 1 elementary schools. Other elementary schools categorized as Targeted Assistance schools were not used in this research although they receive a portion of Title 1 allocations, for the purpose of only using one category of schools. Only one category of schools was used in this study because the purpose of this study was to only examine Schoolwide Title 1 schools. I only analyzed the schools' state standardized reading and math test data for Grades 3, 4, and 5 students under the "all students" category. Data were not broken down by demographics for this study due to the purpose of measuring student achievement as a whole school, including students across all demographic categories. Schools that did not have data for all three grade levels during the 5 school years of 2008-2009 through 2012-2013 of this study were not included in the study.

Significance of the Study

The results of this study will contribute to the body of knowledge of school stakeholders by providing an analysis of student academic achievement that can be used in identifying trends which may assist is making future comprehensive educational decisions, including school and district school improvement plans. As NCLB (2001) was designed to ensure students make significant progress in schools each year, the results of this study can serve as a reference tool, in addition to the state report card, to show if adequate progress has been made and to examine any trends noticeable throughout the 5 years of data. The information obtained in this study will not only assist schools and districts, but also assist state educational policy makers as they review the Schoolwide

Title 1 schools across the state. The outcome of the study can be used to assist in constructing data-driven decisions on implementing educational programs to increase student achievement. This study will also benefit school administrators, policy makers, and researchers who can use the results of this study as a base when future research is conducted using the new Common Core Smarter Balanced assessment data (Common Core State Standards [CCSS], n.d.), perhaps conducting a replication of this study when 5 years of Smarter Balanced assessment data are available.

Implications for Social Change

The results of this study will provide teachers, parents, and community members with a deeper understanding of Title 1 and its effect on student achievement. Isernhagen (2012) examined how Schoolwide Title 1 schools were implementing their Title 1 School Improvement plans. Key findings in Isernhagen's study indicated that the involvement of parents and community members were a major factor leading to student success in Title 1 schools. However, it was also noted in Isernhagen's study that "engaging parents is difficult due to the many demands placed upon families with children in Title 1 programs." (p. 6). Guthrie and Ettema (2012) stated that to improve productivity within our schools, strategies need to involve "accurately informing the general public and the policy community regarding the condition of schools, that is, their financing, their achievement, and the relationship between the two" (p.22). Implications for positive social change include providing data to inform administrators, program developers, and other researchers of the impact of Title 1 of the ESEA on student achievement. This

information will be added to current research and will be used to support researchers as they continue to search for ways of improving student achievement.

Summary

Reports from the National Assessment of Educational Progress (NAEP) show that the nation has made gains in Grade 4 reading and math between the years of 1990-2013. Within this 23-year educational period, Grade 4 students' math scores increased by 22 percentage points, moving from 12% to 34% proficient or higher, and reading scores increased by 5 percentage points, moving from 22% to 27% proficient or higher (NCES, 2013). As I conducted this study, I took a deeper look at the State of South Dakota's elementary school standardized test data, from 5 previous years, to examine if academic growth can be shown in reading and math. In Section 2, the literature review will provide a deeper understanding of Title 1, No Child Left Behind, accountability, and school improvement as they relate to student achievement. In Section 3, the methodology of the study are described, followed by the results of the study in Section 4.

Section 2: Literature Review

Introduction

This literature review identifies education reform leading to the legislative development of the War on Poverty, ESEA, and NCLB. Accountability is included in this review as an essential piece of the implications of NCLB. Information is provided on the United States Department of Education and President Obama's option of flexibility of the NCLB requirements, as well as the Blueprint for Reform that led to the reauthorization of ESEA known as the Every Child Achieves Act of 2015. This study determined if there was a significant difference in student achievement in Schoolwide Title 1 elementary schools, hence connecting the literature to include Title 1, socioeconomic status, and student achievement. This literature review also provides information on school improvement, current state standards, and assessment.

A thorough search of literature was conducted through the Walden University Library (search terms: *Title 1 elementary, student achievement, Title 1 and student achievement, achievement gap, poverty, socioeconomically disadvantaged, state assessment*) and included the following education databases: Education Resources Information Center (ERIC), Education Research Complete, SAGE premier, ProQuest Central, and Google Scholar. Multiple searches were conducted in each database to find sources relevant to this study. The United States Department of Education as well as the South Dakota Department of Education websites were used for factual information and data pertaining to this study.

War on Poverty

While President Kennedy was in office, he worked with Walter Heller who chaired the Council on Economic Advisers (CEA), and began a focus on poverty (McKee, 2010). Just days before his assassination, Kennedy gave approval to the CEA to develop the project as a priority for the following year (McKee, 2010). President Lyndon Johnson received a briefing from Heller on the project; he was in agreement and instructed Heller to speed up the process (McKee, 2010). On January 8, 1964, President Johnson announced the unconditional War on Poverty in his State of the Union Address (CEA, 2014; McKee, 2010). The War on Poverty was designed to improve education, skills, health, and jobs, as well as providing access to economic resources for those who struggled to support themselves (CEA, 2014; McAndrew, 2009). Fifty years later, a progress report created by the Council of Economic Advisors (2014) stated that poverty rates declined from 25.8% in 1967 to 16% in 2012. However, nearly 50 million Americans still live in poverty, including 13.4 million children (CEA, 2014). While income poverty is not close to being eliminated, substantial progress has been made over the past 50 years (Waldfogel, 2016).

Elementary and Secondary Education Act

As a part of the War on Poverty, ESEA was passed in 1965. ESEA was the first comprehensive federal aid given to elementary and secondary schools. Dispersed monies of over 1 billion dollars were provided, targeting disadvantaged public school students (Forte, 2010; Matsudaira et al., 2012; McAndrews, 2009). ESEA was enacted to provide federal funding for elementary and secondary schools, to hold schools accountable, and

to increase equality in education. In 2002, George W. Bush signed the NCLB into law, which was a reauthorization of the ESEA (NCLB, 2001). The ESEA is renewed every 12 years, consisting of a process in which funding is assigned and stipulations are established (Meyer, 2013). Currently, that renewal process is behind schedule; in place of a renewal, a new reauthorization of the ESEA is in progress, the Every Child Achieves Act of 2015. The Senate passed the Act in July of 2015 (USDOE, n.d.f).

No Child Left Behind Act

NCLB was designed to ensure that all students are given the opportunity to obtain an equal and high quality education, with the intent to close the achievement gaps between high and low achieving students and between socioeconomic and racial/ethnic classes (Maleyko & Gawlik, 2011; Rush & Scherff, 2012; Shannon-Baker, 2012; USDOE, 2011; White et al., 2016). To accomplish this goal, state assessment systems were created to assure students met state and grade level expectations (Maleyko & Gawlik, 2011; NCLB, 2001; Shannon-Baker, 2012). According to NCLB, all students should have reached proficiency on state standardized assessments in reading and math by the 2014 school year (NCLB, 2001; Rush & Scherff, 2012; Shannon-Baker, 2012). NCLB also set into policy a system whereby schools and administrators were held accountable for increasing student achievement. If a school did not meet AYP requirements for 2 consecutive years, the school would be identified as a *school in improvement* for which a school improvement plan must be implemented (Forte, 2010; NCLB, 2001; Shannon-Baker, 2012).

Accountability

Shannon-Baker (2012) noted that support existed early for NCLB, and its principles based on a better education, accountability, and more family involvement. That support started to diminish in 2003 when President Bush made a statement regarding tests being the only way to measure student learning (Shannon-Baker, 2012). In contrast to President Bush's statement, Maleyko and Gawlik (2011) addressed some faults with standardized tests and meeting AYP that include states being able to develop their own standards for meeting AYP. Fifty different measures of standards are being implemented across the United States. Another issue regarding a flaw in AYP includes the use of formulas to measure and evaluate school effectiveness. There is an inconsistency among the states in determining the level of the standards that meet requirements of AYP. Some states may lower their standard to manipulate meeting AYP (Forte, 2010; Maleyko & Gawlik, 2011; Meyer, 2013). With statistical manipulations being a concern in the inconsistency of standards throughout the states, Maleyko and Gawlik reported research on the matter in the state of Kentucky. As Kentucky implemented the accountability provisions of AYP, they were assessing their AYP data using three lines of measurement: subgroup size, confidence intervals, and the line of trajectory. Using these measurements, in 2003, the State of Kentucky reported 90 % of their schools meeting AYP requirements, and in 2004, 94 % of schools met requirements. After taking away the confidence intervals, the researchers found that only 61 % met AYP in 2003 and only 72 % met requirements in 2004. These numbers continued to change as the researchers changed the measurements.

The Center of Education Policy (2010) completed a report containing the number of schools in each state that did not make AYP under the NCLB. Findings showed that about one-third of U.S. schools did not make AYP (Center of Education Policy, 2010).

Relying on a single assessment to determine school effectiveness has created reliability issues. Relying on a cut score measure of proficiency achievement is a fault of NCLB and ignores the learning growth of the student. NCLB does not take into account the starting point at which each student enters school (Forte, 2010; Maleyko & Gawlik, 2011). Maleyko and Gawlik recommended that a uniform measure of standards for NCLB be implemented across the United States to strengthen consistency and include student growth in the data.

There may have been a positive impact of NCLB on schools (Maleyko & Gawlik, 2011). NLCB was created to ensure that all children would learn and all children would be academically proficient through a quality education (Maleyko & Gawlik, 2011; NCLB, 2001). Evidence supports that there has been an increase in statewide assessment scores according to the 50-state analysis of the percentages of students scoring as proficient or higher on a reading and math statewide assessment between the years of 2002-2008. Yet there is no evidence of this being the result of the school improvement requirements of NCLB policy (Forte, 2010; Maleyko & Gawlik, 2011).

Flexibility

The USDOE has provided the option for each state to have flexibility regarding meeting requirements of NCLB. In return, each state must provide rigorous and comprehensive state plans to improve education outcomes for all students (USDOE,

n.d.b). Derthick and Rotherham (2012) addressed the debate in Washington over President Obama's plan to grant states waivers for, or flexibility with, NCLB mandates indicating that the revisions of NCLB were long overdue, that the waivers implied no sacrifice of accountability of NCLB and were necessary. Currently, 45 states submitted requests for flexibility and 43 have been approved. Relevant to this study, the state of South Dakota submitted an ESEA flexibility request and was approved in 2012, 2013, and 2014 (USDOE, n.d.f).

Blueprint for Reform

In March of 2010, a blueprint was released by the Obama Administration revising the ESEA (Morrell, 2010; USDOE, n.d.c). The report opened with this call for action from President Obama:

> Today, more than ever, a world-class education is a prerequisite for success. America was once the best educated nation in the world. A generation ago, we led all nations in college completion, but today, 10 countries have passed us. It is not that their students are smarter than ours. It is that these countries are being smarter about how to educate their students. And the countries that out-educate us today will out-compete us tomorrow. (Morrell, 2010, p.10)

In July of 2015, U.S. Secretary of Education Arne Duncan released a statement on the Senate passage of the Every Child Achieves Act (USDOE, n.d.f.). This statement applauded the progress made in the Senate on the Every Child Achieves Act of 2015, which was a reauthorization of the ESEA.

Title 1—Improving the Academic Achievement of the Disadvantaged

Title 1 was included in the ESEA initially passed in 1965, which was revised to Improving the Academic Achievement of the Disadvantaged in 2004 (USDOE, n.d.d). As part of Title 1, a Schoolwide program allows schools to use funds from Title 1, Part A, as well as other Federal education funds and resources, to upgrade the entire education program and increase student achievement. To qualify for a Schoolwide Title 1 school, a minimum of 40% of the student population must live in poverty (Isernhagen, 2012; USDOE, n.d.d).

According to the USDOE's most recent data for the 2009-2010 school year, 56,000 public schools across the country use Title 1 funds, serving more than 21 million children with services to improve academic achievement. Of these students, 59% were in kindergarten through Grade 5 (USDOE, n.d.d).

Crane, Barrat, & Huang (2011) studied Arizona schools receiving Title 1 funds and found that the number of Schools in Improvement was growing; more schools receiving Title 1 funding entered into the school improvement program than left it. Through the Title 1 funds, parents of low-income students in low-performing schools have had the opportunity for their student to participate in Supplemental Educational Services, including tutoring and other academic support services. Districts are required to use Title 1 funds to provide these services to all low-income students in schools that have not met AYP for 3 consecutive years (USDOE, 2011).

Districts are required to devote 20% of Title 1 funds to provide students with choice-related supplemental educational services, which include tutoring or other

academic support services available to the school area (Forte, 2010; Miller, Hess, & Brown, 2012). These services are intended to be used to improve student achievement. Miller et al. (2012) found that in prior research, these services had no effect on student achievement gains. While there was a demand for Supplemental Educational Services for students in need, it appeared there was a lack of discretion in districts on how they used the funds and lack of information for parents needed to enforce the quality of those services (Miller et al., 2012).

Cascio and Reber (2013) explored how the introduction of Title 1 affected school spending gaps across richer and poorer states. They determined that the Title 1 program is too small to illuminate the gap, and although there were some effects on the variation in school spending across states, substantial poverty gaps in spending still remained.

In 1994, the Improving America's Schools Act was put into place stating the following local educational agency policy:

> (1) In general—A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with the provisions of this section. Such activities shall be planned and implemented with meaningful consultation with parents of participating children. (2) Written policy—Each local educational agency that receives funds under this part shall develop jointly with, agree upon with, and distribute to, parents of participating children a written parent involvement policy that is incorporated into the local educational agency's plan developed under section 1112, establishes the

> expectations for parent involvement, and describes how the local educational agency will . . . (Improving America's Schools Act, 1994, sec. 1118)

Based on this policy, Title 1 requires schools to implement practices emphasizing family engagement. Research has been conducted showing that schools with a strong school to family relationship can improve student outcomes; including test scores (Hornby & Lafaele, 2011). Evans and Radina (2014) conducted a study in the Midwestern region of the United States focusing on the wording used in the school-family compact, or written agreement, and its framing of school-family relationships. The study involved examining 175 compacts and coding 4,017 excerpts from them. The findings indicated that the school-family compact generally involved students as objects and did not personalize it to their educational needs due to the compacts' lack of collaborative development with diverse stakeholders (Evans & Radina, 2014).

Bourdieu's Theory of Social and Cultural Reproduction

Relating to education in modern society, the schools have become the most important support for the reproduction of almost all social classes (Nash, 1990). Social reproduction is the replica of class from generation to generation. Working at the level of structure and practice, Bourdieu recognizes the strategic behavior of groups but not individuals (Nash, 1990). Education systems (schools) contribute to reproducing the social inequality across generations. Schools support a neutral attitude of education, proposing individuals from different classes have the same education regardless of social or cultural class (Bourdieu, 1973). Bourdieu's recognition of groups relates to the student achievement in Schoolwide Title 1 schools that were examined in this study. Schoolwide

Title 1 schools would be recognized as the lower class group. The results of this study may indicate if schools are continuing to reproduce social inequality, or if an increase in student achievement will demonstrate a change in social reproduction that could result in moving the lower class to intermediate or higher class.

Socioeconomic Status and Academic Achievement

Early childhood education is essential and cannot be underestimated. As lower class adolescent children enter into their first year of school, they are less prepared and with less background knowledge than others, the task is to close gaps that already exist, at the same time as mastering new knowledge. Ready (2010) stated that children who are socioeconomically disadvantaged are less likely to be successful in school. Socioeconomically disadvantaged children are entering school behind their advantaged peers. That gap tends to increase throughout the years (Chittleborough, Mittinty, Lawlor, & Lynch, 2014; Ready, 2010; Waldfogel, 2012; White et al., 2016). Some children are more likely to experience challenging environments than their peers, including differences in family, school, and neighborhood resources. (Ready, 2010; Waldfogel, 2012; Yelgün & Karaman, 2015). Title 1 funds may be used by local elementary agencies (school districts) to upgrade the entire educational program in schools that have 40% or higher enrollment of low-income students (NCLB, 2001; SDDOE, n.d.). Yet research by Crane et al. (2011) indicated that many states were seeing more Title 1 schools failing to reach AYP.

Stull (2013) conducted a longitudinal study to determine the effects of socioeconomic status (SES) on academic achievement in early childhood. Stull's study

focused on more than the effects of education in the school; the study also included what happens outside of school as factors that affect student achievement. These factors included the relationship between a family's characteristics and family expectations for their child's education. As data were collected from a sample of approximately 22,000 children enrolled in 900 kindergarten programs, findings indicated that children entering school with an existing achievement gap did not close the achievement gap. Instead, through the progress of school, the gap became greater. Maleyko and Gawlik (2011) agreed with this finding as they reported a study that found African American kindergarteners achieved at a rate of 34 percentage points below the levels of White kindergarteners. Like Maleyko and Gawlik (2011) and Stull (2013), Reardon (2013) and Crook and Evans (2014) also found that a family with a large income achievement gap makes minor growth as their children progress through school. Stull's (2013) study also found that parents had high expectations for their children and that early childhood programming is successful. Stull's study included providing information to teachers to understand how family SES affects school conditions and to use school environments to do everything they can to minimize the achievement gap that exists.

Yelgün and Karaman's (2015) research indicated that a family's SES is a major factor affecting academic achievement. Students categorized as low SES receive less social support from parents and have more academic and social difficulties. Yelgün and Karaman's study was conducted to identify the negative factors affecting student achievement in an elementary school. The foremost negative factor affecting student

achievement was the socioeconomic condition of families which included low level of parent education and low level of family income.

In a comprehensive study in the United States over a 50-year time period, Reardon (2013) found that low-income families do not have the resources that high-income families have to invest in their children's educational experience. This supports the Matthew effect discussed in Merton's (1968) and Rigney's (2010) research, that the rich get richer and the poor get poorer. Reardon reported that income inequality has risen dramatically. In 1970, the gap between high-income and low-income families was 5 times their amount of income; currently, high-income families earn 11 times more than low-income families.

Research conducted by Morrissey, Hutchison, and Winsler (2013) examined relationships between family income, school attendance, and academic achievement. Findings included that children living in low-income families were more likely to experience health problem, poorer nutrition, and environmental hazards (unsafe neighborhoods) than their higher income peers. These poor living conditions were linked to lower academic outcomes. The data were gathered from the Miami School Readiness Project and followed children attending pre-kindergarten programs through fourth grade. The research by Morrissey et al. consisted of five research questions, one of which asked "Is family income status associated with children's academic achievement?" The results indicated that children living in low-income families obtained considerably poorer grades than their higher income peers. Results from this study also indicated that the length of

time that children spent in a household that qualified as low-income had a cumulative negative effect on academic achievement.

Flaherty (2013) conducted a study to determine if there was a relationship between public school spending and student achievement across 500 school districts in Pennsylvania. The findings showed that the percentage of students scoring proficient or higher on the state's standardized tests in reading and math was significantly higher in those districts that were spending more money on regular education instruction. The relationship is stronger within Grade 5-8 students, as well as in economically disadvantaged students. The evidence supports an affirmative view of effective programs set up to help underachieving schools progress toward meeting NCLB goals. The limitation to Flaherty's study is that it did not address whether spending on specific resources led to academic success.

School Improvement

At a time when the nation is focusing in on narrowing the achievement gap in the United States, research and practice is at the forefront (MacMahon, 2011). MacMahon (2011) completed research in a low-achieving, Title 1 middle-high school in Florida examining educators' understandings of student risk factors and student achievement. Many factors related to poverty place children at risk in terms of academics. Nine of these factors include: (a) an absence of preventative medical attention, (b) community environment issues, (c) frequent moves, (d) lack of job or low income employment, (e) lack of dual-parent families, (f) an absence of role models, (g) neighborhoods that are not safe, (h) exposure to drugs and crime, and (i) a lack of opportunity outside of the

community (MacMahon, 2011). Factors continue to influence academic achievement among high-poverty schools, placing students at a disadvantage due to a lack of opportunity and exposure to information-rich environments. McMahon (2011) concluded that educators were committed to reduce risk and increase opportunities for students in the school, but lacked support involving factors out of their control including: professional development, low teacher salaries, highly qualified teachers, and a frequent turnaround of administrators.

With at-risk students being targeted across the United States to improve student achievement, Fisher (2012) conducted research at a Title 1 elementary school in Washington, D.C. with the purpose of increasing student achievement in reading. The research was conducted using a reading intervention program in kindergarten through second grade. The findings of Fisher's research coincide with others, including McMahon (2011), that students testing low can have various reasons for doing so, even if interventions have been previously in place. While investigating reading improvements through early interventions, Fisher found that providing these interventions to at-risk students, and enabling teachers to identify students who may need more assistance resulted in an increase in student achievement.

The quality of the school makes a difference. Lim, Gemici, and Karmel (2014) conducted a study to determine if there was a difference between students with low socioeconomic backgrounds and their advantaged peers when attending high quality schools. The results showed that low achieving students, regardless of SES, had a better chance of completing 12 years of school in a high quality school than in a low quality

school. In low quality schools, there is a substantial gap between the number of low SES students and high SES students completing 12 years of school, whereas in high quality schools that gap is removed. White et al. (2016) also found that the quality of the school does make a difference in student achievement regardless of SES.

Common Core

NCLB required each state to develop an accountability system including an assessment to measure student achievement (NCLB, 2001). Through time, a new assessment system was created. The new assessment system includes clear college and career readiness standards for kindergarten through 12th grade in English Language Arts and Math. These were developed by governors and chief educators in 48 states, two territories, and the District of Columbia. There are 43 states that have adopted the Common Core State Standards (CCSS). Prior to the development of the CCSS, every state had developed their own standards and had their own proficiency definition. The lack of standardization was one reason that states decided to develop CCSS beginning in 2009. The CCSS began being implemented in the state of South Dakota as of December of 2013 (CCSS, n.d.).

As a measurement of the CCSS in English Language Arts and Math for Grades 3-8 and 11, Smarter Balanced Assessment Consortium (SBAC) was developed. This assessment system includes summative assessments for accountability purposes as well as an optional interim assessment for instructional use. The SBAC is a Computer Adaptive Test (CAT). The 2014-2015 school year was the first year of full implementation of the SBAC (SBAC, n.d.). The data used in this study were collected

from the previous state assessment, not the SBAC. More information about the assessment data is provided in Section 3.

Similar Studies Related to the Methodology

Studies conducted by Headen (2014), Heier (2011), Bland-Washington (2009), and Scott (2005) shared similarities to this study. Headen conducted a quantitative study using an ex-post facto design in Alabama. The study included the use of aggregated longitudinal school data from the school years of 2004, 2008, and 2012. The data included Grade 4 students within 3 school districts involving 90 elementary schools. Through repeated measures analysis, math and reading scores were compared between Title 1 and non-Title 1 students. With gender and ethnicity as controlled variables, results showed that Title 1 students scored lower than non-Title 1 students, although the findings also indicated that Title 1 students decreased the achievement gap over time.

Heier (2011) also conducted a quantitative study, that examined standardized reading and math test scores in Texas during the 2008-2009 school year. In this study, data were collected involving 1,639 Grade 4 students in 21 elementary schools, 15 Title 1 and 6 non-Title 1. Results from the two sets of analysis were completed using an independent samples t-test for both sets. One set of analyses compared reading and math performance of all students between all Title 1 and non-Title 1 students. The results showed that the differences in means between Title 1 and non-Title 1 campuses were significant with Title 1 scores less than non-Title 1. Another set of analyses was used to compare means of only economically disadvantaged students in Title 1 and non-Title 1 schools; the results showed that there was no significant difference.

Similar to Headen's (2014) study, Bland-Washington (2009) also conducted a quantitative study using a descriptive ex-post facto design. The purpose of the study was to determine the difference in standardized test scores for students enrolled in Grade 4 in reading and math between 19 Title 1 and non-Title 1 elementary schools in Georgia during the 2008 school year. The results of the study were also similar to Headen's as non-Title 1 outperformed Title 1. When comparing only economically disadvantaged students in Title 1 and non-Title 1, a similar performance was found despite the additional funding and resources for Title 1.

In 2005, Scott conducted a quantitative study using a retrospective comparative design to determine if there was a difference in standardized test scores in reading and math between Grade 4 students in 172 Title 1 and non-Title 1 elementary schools in East Tennessee during the 2002-2003 school year. Using a two factor ANOVA analysis, the results indicated that non-Title 1 schools scored higher than Title 1, and there was no significant difference between Title 1 and non-Title 1 in reading and math within students identified as economically disadvantaged.

Clayton (2011) contributed to educational research through a quantitative study that included 592 elementary schools within 24 school districts in Virginia. Academic achievement was measured in reading and math during the years of 1997-1998, 2002-2003, and 2007-2008 through the Virginia Standards of Learning (SOL) assessment. Students in Grade 5 were targeted in this study. Although Clayton's study focused on the impact of diversity, it also included a poverty variable measured as the percentage of students eligible for free or reduced lunch. Data were analyzed based on pass rates and

advanced pass rates of the SOL assessment. Findings included that the schools with higher poverty and a minority population had lower pass rates. The differences in means between the groups of higher poverty and lower poverty were larger in reading than in math. There was a difference in means of 12.9 in reading and 4.29 in math. Therefore, Clayton's study demonstrated that higher poverty schools produced lower pass and advanced pass test scores compared to other schools.

Pokropek, Borgonovi, and Jakubowski (2015) conducted a quantitative study to analyze the relationship between students' socioeconomic status and educational achievement cross-nationally. Programme for International Student Assessment (PISA) 2012 surveys and assessments were conducted in 33 Organization for Economic Co-operation and Development (OECD) and 31 partner countries and economies. PISA surveys and assessments were specifically designed and tested to ensure comparability across countries. The PISA survey and assessment covered three main domains: reading, math, and science. This study determined that parental education and occupation were strongly associated with student performance by being able to provide students with cultural and educational resources. Wealth appeared to be a much less important role associated with performance due to most countries' welfare systems that provide high quality social services. Overall, results showed that students who had access to cultural and educational resources performed at a higher level in reading, math, and science than those who lack those resources.

In contrast to Headen (2014), Heier (2011), Bland-Washington (2009), and Scott (2005), my study collected and analyzed Grades 3-5 school data during a sequential

5-year time period. At this time there is no known research study regarding the differences in student achievement as measured by reading and math standardized test scores when comparing Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year period of time.

Quantitative design involves testing of hypotheses leading to the researcher drawing inferences about the population based on the results from the study sample (Creswell, 2003). The design of this study is a nonexperimental, quantitative method that includes the analysis of existing data sets (Muijs, 2004). When conducting this study, I followed the quantitative, nonexperimental design collecting data through the SDDOE website, analyzing the scores using statistical analysis, and testing the hypothesis that there is a significant difference in academic achievement in elementary Schoolwide Title 1 schools over a 5-year time period.

Literature Related to Differing Methods

Communication between parents and educators is an essential factor in student success. Taylor's (2016) mixed methods research study addressed positive communication between parents and educators in Title 1 elementary schools. Taylor discovered that there is a communication gap between parents and educators. The study included data from both parents and educators as they responded during interviews, and data were also collected through a descriptive survey. The findings of this study indicated a need for a parent-educator training program to build a positive partnership and eliminate the communication gap. Although data were not collected in Taylor's study regarding student achievement through standardized test scores relating communication

to academic success, her study well researched how positive communication support students' academic success.

Krumpe (2012) conducted mixed-method research in Title 1 elementary and middle schools determining if there was a correlation between resources used in Title 1 and Title 1 stimulus funding. Determining if there was a correlation between expenditures and improved student achievement, the results of the research supported that if the money was spent well, it led to improved student achievement. The findings indicated that money spent on professional development, programs for at-risk students, and the leadership of the school principal led to student achievement growth.

Stone, Shields, Hilinski, and Sanford (2013) conducted an exploratory study using fixed-effects methodology. The purpose was to discover whether applying school social workers into 71 California elementary schools with an average of 63% of students receiving free and reduced lunch, had an impact on student academics. Stone et al. found that having a school social worker in elementary schools had a positive association with the percentage of students scoring proficient or higher on the California Standard Test in reading, but there was not the some observation for math. Their findings also showed that schools with a social worker had less accumulated years in program improvement.

The study that I conducted focused on whether there was a significant difference in academic achievement in Title 1 schools in reading and math over a 5-year time period. The outcomes of the studies conducted by Krumpe (2012), Stone et al. (2013), and Taylor (2016) are of interest as they include research that impacts student achievement. Krumpe's research correlating resource allocations, the research of Stone et

al. on the influence of school social workers, and Taylor's research on parent-educator communication all investigated the effects on student achievement in Title 1 schools which was also the focus of my study.

Summary

As President Kennedy first initiated the War on Poverty with the purpose of improving education, skills, health, jobs, and resources for those who struggled to support themselves (CEA, 2014; McKee, 2010), the nation continues to struggle to close achievement gaps. NCLB requirements also continue to be flawed (Forte, 2010; Maleyko & Gawlik, 2011; Meyer, 2013; Shannon-Baker, 2012), and the new reauthorization of the ESEA is to be implemented soon. Educational reform is a continuous work in progress. Conducting this research will contribute to the continuous work in progress of educational reform. Although research has indicated there is a gap in academic achievement for low income students and that SES does have an effect on student achievement, this study will provide local institutions information on whether Schoolwide Title 1 schools are closing the academic gap locally. Section 3 describes the methodology to be used and Section 4 will provide the results of this study.

Section 3: Research Methods

Introduction

Based on the NCES (2013) data and the state of South Dakota's report card (SDDOE, n.d.) data, the core concern of this study was that many students were not academically proficient in reading and math according the standardized state assessments that measure accountability for NCLB (2001). The purpose of this nonexperimental, quantitative research study was to provide information to teachers, parents, and community stakeholders regarding student achievement in Schoolwide Title 1 elementary schools. This study determined whether academic growth was shown in Schoolwide Title 1 elementary schools during a 5-year period of state assessments. This section of the study will introduce the design and approach, setting and sample, instrumentation and materials, and data collection and analysis procedures. A detailed description of the methodology and assessment is described further in this section.

Research Design and Approach

A quantitative, nonexperimental research design was used in this study to examine student achievement in Schoolwide Title 1 elementary schools during a 5-year time period during the school years of 2008-2009 through 2012-2013. This study was conducted to identify the trends and patterns of the data and not to determine the cause for these trends and patterns. A one-way repeated measures ANOVA followed by a Bonferroni post hoc test was used to determine if the standardized test scores of Schoolwide Title 1 elementary schools during the school years of 2008-2009 through

2012-2013 showed a difference in academic achievement in reading and math (Gravetter & Wallnau, 2008).

Research Questions 1 and 2 address whether there was a significant difference in academic achievement, as measured by standardized tests in reading and math, for Schoolwide Title 1 elementary schools over a 5-year time period during the school years of 2008-2009 through 2012-2013. A quantitative, nonexperimental design was selected for this study as it is a design used to collect numerical data. This design is research that uses variables as they appear in practice, meaning there is no control of extraneous influences (Muijs, 2004). State standardized test scores were used as numerical data that was not free of extraneous influences. Selections of students taking the tests were not controlled as well, justifying the research as nonexperimental.

Setting and Sample

During the 2012-2013 school year, the educational system of the state of South Dakota consisted of 675 public schools, including 298 public elementary schools (SDDOE, n.d.). The population for this study included 156 Schoolwide Title 1 elementary schools across the state of South Dakota (SDDOE, n.d.). The 142 elementary schools that were not included in this study have a Title 1 designation other than Schoolwide, which is Targeted Assistance, or they were designated as non-Title 1. To increase both the power of the statistical tests and the value of this study, the research included the entire population of Schoolwide Title 1 elementary schools in the state of South Dakota. The identified schools' state standardized test data were used to conduct a one-way repeated measures ANOVA followed by a Bonferroni post hoc test. Each of the

elementary schools included in this study had state standardized test scores in reading and math for Grades 3, 4, and 5 during the school years of 2008-2009 through 2012-13. Each school also was identified as Schoolwide Title 1 for the duration of the 5 years of study.

Instrumentation and Materials

This study examined student achievement in Schoolwide Title 1 elementary schools. The instrument that was used to test for proficiency in this study was the South Dakota State Test of Educational Progress developed by Pearson (2008), or Dakota STEP. The Dakota STEP was the state of South Dakota's annual statewide assessment of student progress during the years of this study from 2008-2013. The test was administered annually to students in Grades 3 through 8 and Grade 11 in the subjects of reading and math. Dakota STEP fulfilled the requirements for the statewide assessment of NCLB (Pearson, 2008). The Dakota STEP test content was specified by the South Dakota Academic Content Standards (Pearson, 2008). Each Dakota STEP assessment was designed to ensure that the state's content standards were validly and fairly assessed. Designed for reliability, the range of raw score reliabilities of the Dakota STEP reading assessment is from .86 to .90, and the reliabilities for the math assessment range from .94 to .95 (Pearson, 2008).

Pearson (2008) scored the Dakota STEP student answer documents immediately after they were received each year; the multiple-choice questions were scored by machine. Final data were provided to the SDDOE through a secure website; additional reports, graphs, and so forth could be created from the data (Pearson, 2008). The scores were reported in a student report as a summary of individual student results by content. A

raw score was provided in the student report. Four performance levels were described in the content standards and a cut-off point was finalized by the SDDOE. The four performance levels included: Below Basic, Basic, Proficient, and Advanced (Pearson, 2008). The public data available on the SDDOE website do not include individual student data. The state reports school, district, and state level data within each content area tested. A percentage of students meeting the criterion were reported for each of the four performance levels (SDDOE, n.d.).

The Dakota STEP assessment was administered yearly until the 2012-2013 school year, when the state standardized test changed to the Common Core Smarter Balanced assessment. This study used the archived data from the results of the Dakota STEP reading and math assessments from the school years of 2008-2009 through 2012-2013. The data for this study were collected from the SDDOE state report card available to the public. The report card data consisted of reading and math scores for each selected school for each selected year (SDDOE, 2013).

Data Collection and Analysis

All archived data for this study were collected from the SDDOE report card public website from the years of 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013 (SDDOE, n.d.). Within the report card, data used included the percentage of students meeting criterion in reading and math in the levels of proficient and advanced in the category of all students in Grades 3, 4, and 5.

The dependent variable for this study was the content achievement (reading and math). The independent variable was the 5 years, school years 2008-2009 through 2012-

2013. A one-way repeated measures ANOVA was used twice during this study, once for each of the dependent variables, reading scores and math scores, across the school years of 2008-2009 through 2012-2013. Following the use of the one-way repeated measures ANOVA, a Bonferroni post hoc test was used to determine where any differences between the years may lie, and to know if such comparisons between the years are statistically significant. Statistical calculations of the data were performed by using SPSS version 21.

The reason for choosing a one-way repeated measures ANOVA was to determine the likelihood that means of the levels (years) of a within-subjects factor (Schoolwide Title 1 schools) differed in some undisclosed way in the population. The one-way repeated ANOVA indicates whether there is a significant difference, or not, but it does not indicate the size of the difference in the data. To determine where any differences between the years lay, a Bonferroni post hoc test was used. I used a Bonferroni post hoc test to make all possible comparisons between the years of data used (Gravetter & Wallnau, 2008). Using a one-way repeated ANOVA followed by a Bonferroni post hoc test addressed the research questions regarding whether there was a significant difference in academic achievement, as measured by standardized tests in reading and math, for Schoolwide Title 1 elementary schools over a 5-year time period.

Protection of Participants

The data used in this study were collected from the SDDOE report cards, available to the public online through their website (SDDOE, 2013). Students were not identified in the data as they are aggregated. Although the data archived for this study

were from a public website that does include names of schools, the names of the schools were not reported in this study. I obtained Walden University IRB approval, number 09-30-16-0037431, before data were collected.

Role of the Researcher

I have no affiliation with the state or schools being researched. I chose this design to purposely not have an influence on any of the instruction or testing involved. I collected and analyzed archived standardized data to complete this study.

Section 4: Results

Introduction

The purpose of this quantitative, nonexperimental research was to study state standardized test scores in reading and math over a 5-year time period to determine whether there was significant academic growth shown in Schoolwide Title 1 elementary schools in the state of South Dakota. In Section 4, I address the research questions, identify how the data were collected and adjustments that had to be made, and present a description of the results of the data analysis.

Research Questions and Hypotheses

During this study, two research questions were examined. In the first research question, I examined whether there was a significant difference in academic achievement, as measured by standardized tests in reading, for Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period. The null hypotheses stated that there were no significant differences in academic achievement in reading in Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period. The alternative hypotheses stated that there was a significant difference in academic achievement in reading in Schoolwide Title 1 schools in the state of South Dakota over a 5-year time period. In the second research question, I examined whether there was a significant difference in academic achievement, as measured by standardized tests in math, for Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period. The null hypotheses stated that there were no significant differences in academic achievement in math in Schoolwide Title 1 elementary schools in the state of

South Dakota over a 5-year time period. The alternative hypotheses stated that there was a significant difference in academic achievement in math in Schoolwide Title 1 schools in the state of South Dakota over a 5-year time period.

Data Collection

Throughout this study, I examined state standardized test scores of Schoolwide Title 1 elementary schools in reading and math during the school years of 2008-2009 through 2012-2013. The instrument that was used to test for proficiency in this study was the Dakota STEP, South Dakota's annual statewide assessment of student progress through the duration of this study during the school years of 2008-2009 through 2012-2013 (Pearson, 2008). All archived data for this research study were collected from the SDDOE report card available on the public website. The population of this study included all 156 Schoolwide Title 1 elementary schools in the state of South Dakota. However, to be included in the study, each of the elementary schools had to have state standardized test scores in reading and math for Grades 3, 4, and 5 during the school years of 2008-2009 through 2012-2013, and each school had to be identified as Schoolwide Title 1 for the duration of the 5 years of study. There were 123 Schoolwide Title 1 elementary schools identified for the duration of the 5 years of study. Of those 123 Schoolwide Title 1 elementary schools, 48 schools reported state standardized test scores in Grades 3, 4, and 5 for the duration of the 5 years of the study. Schools were eliminated due to a lack of state standardized test scores in one or more grade levels during the 5 years. After applying the selection criteria, there were a total of 48 Schoolwide Title 1 schools used in this study.

Data Analysis and Outcomes

State standardized test scores in reading and math over a 5-year time period for 48 Schoolwide Title 1 elementary schools across the state of South Dakota were examined in this research study. Statistical analyses of the data were performed using SPSS version 21. One-way repeated measures ANOVA were used to determine whether there was a significant difference in academic achievement, as measured by standardized tests in reading and math, for Schoolwide Title 1 elementary schools over a 5-year time period including the school years of 2008-2009 through 2012-2013. Following the use of the one-way repeated measures ANOVA, a Bonferroni post hoc test was used to determine if differences between the years were statistically significant (Laerd Statistics, 2015).

Findings for Research Question 1

Table 1 shows the descriptive statistics for the 48 Schoolwide Title 1 elementary schools during the school years of 2008-2009 through 2012-2013. Academic achievement as measured by meeting the criterion for reading scores on the Dakota STEP was the dependent variable and the 5 years in time was the independent variable. Table 1 displays the mean (M) and the standard deviation (SD) of the reading scores for the years included in this study.

Table 1

Reading Descriptive Statistics for 2008-2009 through 2012-2013

Reading	M	SD
Year 2008-2009	71.50	13.38
Year 2009-2010	69.54	13.33
Year 2010-2011	71.08	12.79
Year 2011-2012	69.77	13.65
Year 2012-2013	69.89	14.36

$N = 48$.

A one-way repeated measures ANOVA was conducted to determine whether there was a statistically significant difference in academic achievement in reading in Schoolwide elementary schools in the state of South Dakota over a 5-year time period. The assumption of sphericity was not met, as assessed by Mauchly's test of sphericity, $\chi^2(9) = 35.762$, $p = .0005$. Epsilon (ε) was 0.714, as calculated according to Greenhouse & Geisser (1959), and was used to correct the one-way repeated measures ANOVA. The state standardized scores in reading did not demonstrate statistically significant changes over the 5-year time period examined in this research study, $F(2.857, 134{,}275) = 1.502$, $p = .219$. Thus, there was no statistically significant difference among means for the 5 years and, therefore, I could not reject the null hypothesis and could not support the alternative hypothesis. Because I found that the one-way repeated measures ANOVA was not statistically significant ($p > .05$), individual comparisons were not made using the

Bonferroni post hoc test. As seen in Figure 1, there were no statistically significant changes in reading mean scores during the 5-year time period of this study.

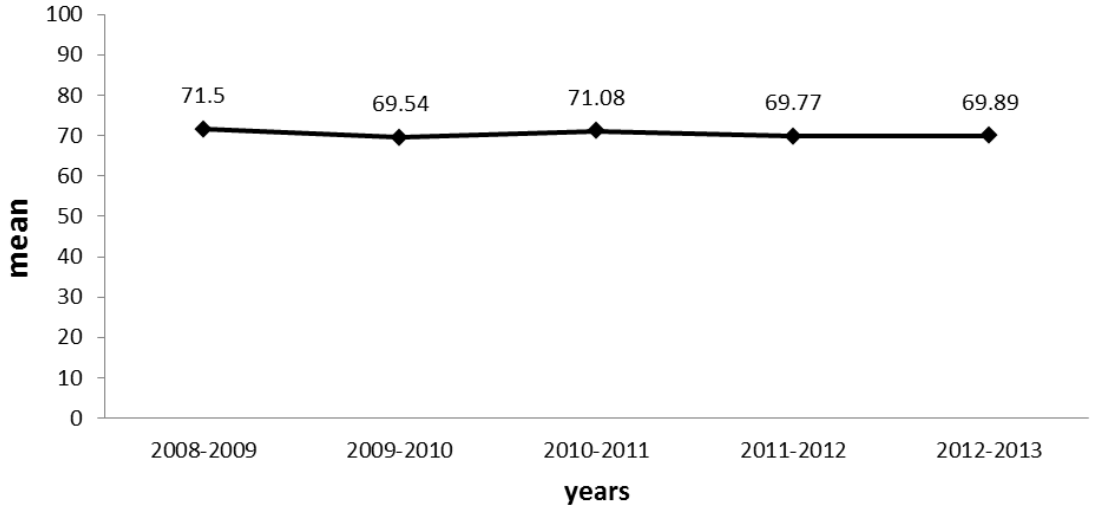

Figure 1. Dakota STEP reading mean scores across 5-year time period

Findings for Research Question 2

To evaluate the null and alternative hypotheses for the second research question, I analyzed Dakota STEP standardized math scores to determine if there was a statistically significant difference in academic achievement for Schoolwide Title 1 elementary schools in the state of South Dakota over the school years of 2008-2009 through 2012-2013. I used SPSS to run ANOVA one-way repeated measures. Table 2 shows the descriptive statistics for the 48 Schoolwide Title 1 elementary schools. Academic achievement as measured by meeting the criterion for math scores on the Dakota STEP was the dependent variable and the independent variable was the 5-year time period. The mean (M) and standard deviation (SD) of the math scores for the years included in this study are described in Table 2.

Table 2

Math Descriptive Statistics for 2008-2009 through 2012-2013

Math	M	SD
Year 2008-2009	67.67	14.67
Year 2009-2010	71.10	14.62
Year 2010-2011	73.04	15.10
Year 2011-2012	71.08	14.87
Year 2012-2013	68.08	17.43

N = 48.

A one-way repeated measures ANOVA was conducted to determine whether there were statistically significant differences in academic achievement in math in Schoolwide Title 1 elementary schools in the state of South Dakota over a 5-year time period. The assumption of sphericity was violated, as assessed by Mauchly's test of sphericity, χ^2 (9) = 31.048, p = .0005. Therefore, a Greenhouse-Geisser correction was applied (ε = 0.746). The math state standardized test scores demonstrated statistically significant changes over the 5 years examined in this study, F(2.986, 140.323) = 8.803, p = .0005. There was a significant difference among means and, therefore, I rejected the null hypothesis and the alternative hypothesis was supported. Figure 2 depicts the statistically significant changes in mean math scores during the 5-year time period of this study.

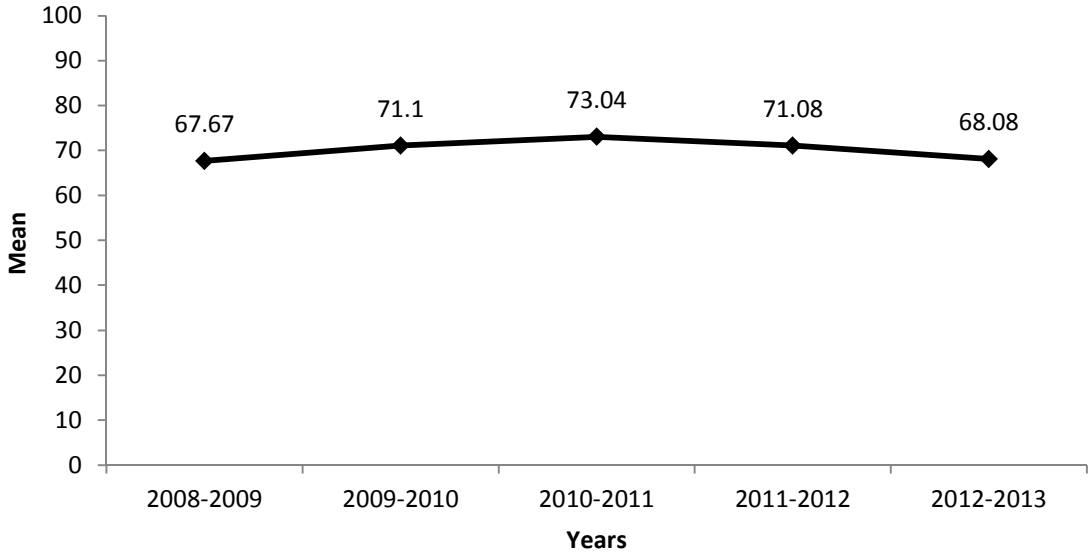

Figure 2. Dakota STEP math mean scores through 5-year time period

Figure 2 shows that there was an increase in mean scores from Years 1 to 2 to 3 and then a decrease from Years 3 to 4 to 5. The means (M) and standard deviations (SD) of these years are presented in Table 2. A statistically significant mean increase in math scores is shown in Table 3 as there was a significant difference between Year 1 and Year 2, Year 1 and Year 3, and Year 1 and Year 4. There is a statistically significant mean decrease shown in Table 4 between Year 3 and Year 4. Additionally, Table 5 specifies the years showing no statistically significant change in math scores during the 5 years of this study.

Table 3

Statistically Significant Mean Increases in Math Scores

Year	Mean (A)	Year	Mean (B)	Mean difference (B) – (A)	Significance value (p-value)
1	67.67	2	71.10	3.43	.007
1	67.67	3	73.04	5.37	.000
1	67.67	4	71.08	3.41	.009

Note. The mean difference is significant at the $p < .05$ level

Table 4

Statistically Significant Mean Decrease in Math Scores

Year	Mean (A)	Year	Mean (B)	Mean difference (B) – (A)	Significance value (p-value)
3	73.04	5	68.08	-4.95	.011

Note. The mean difference is significant at the $p < .05$ level

Table 5

No Statistically Significant Changes in Math Scores

Year	Mean (A)	Year	Mean (B)	Mean difference (B) – (A)	Significance value (*p*-value)
1	67.67	5	68.08	.42	1.000
2	71.10	3	73.04	1.94	.192
2	71.10	4	71.08	-.02	1.000
2	71.10	5	68.08	3.02	.182
3	73.04	4	71.08	1.96	.390
4	71.08	5	68.08	3.00	.055

Summary

This quantitative, nonexperimental research used a one-way repeated measures ANOVA to determine if there were significant differences in academic achievement on the Dakota STEP reading and math tests for Schoolwide Title 1 elementary schools throughout the state of South Dakota over a 5-year time period. The results regarding the first research question revealed that there were no statistically significant differences among mean reading scores during the 5-year time period of this study, and therefore, I could not reject the null hypothesis and could not support the alternative hypothesis. Regarding the second research question, however, there was a significant difference among mean math scores, and therefore, the null hypothesis was rejected and the alternative hypothesis was supported. The post hoc tests with a Bonferroni adjustment revealed that there was an increase in mean math scores from Years 1 to 2 to 3 and then there were decreases in mean math scores from Years 3 to 4 to 5 of this study.

Section 5: Discussion, Conclusions, and Recommendations

Introduction

The problem addressed in this study was that not all students had met the minimum proficiency level required by NCLB, but there had been little research addressing performance of schools receiving federal funding under Title 1 to alleviate these deficits in academic achievement in the state of South Dakota. The purpose of this study was to determine whether Title 1 of the ESEA had an impact on low socioeconomic schools by determining if Schoolwide Title 1 elementary schools were making significant gains in math and reading as measured by state standardized assessments, during the 5 school years of 2008-2009 through 2012-2013, in the state of South Dakota. In Section 5, I present the conclusions of this study, the interpretations of my findings, the implications for social change, and recommendations for action and further study.

Interpretation of Findings

Bourdieu's (1973) theory of social and cultural reproduction describes the structures and activities that transfer social inequality from generation to generation as well as transferring existing cultural values and norms from one generation to the next. Families tend to stay within their class from generation to generation because higher class families use their resources to advance their opportunities which contribute to their cultural experiences. Families in the lower class do not have the resources to advance their opportunities in cultural experiences (Pokropek et al., 2015). Relating this theory to education, students in the upper class come to school more prepared with a more

experienced background than students in the lower class. Although it is difficult to break the circle of social and cultural reproduction, the educational system can act as a mediator between structure and practice to break the circle (Bourdieu, 1973). When President Johnson declared the War on Poverty and Congress redesigned ESEA to create Title 1, ESEA, these were attempts to provide all children with a fair, equal, and high-quality education where monies were dispersed targeting disadvantaged public school students (Council of Economic Advisers, 2014; DHEW, 1969; McKee, 2010). As part of Title 1, a Schoolwide program allows schools to use funds from Title 1, Part A, as well as other Federal education funds and resources, to upgrade the entire education program and increase student achievement (Isernhagen, 2012; USDOE, n.d.d.).

If the educational reform of Title 1 of ESEA and NCLB has been successful in addressing academic proficiency, the results of standardized test scores should show an increase of proficiency and advanced proficiency across time. The results of this study indicate that there was no significant difference in academic achievement in reading during a 5-year time period for Schoolwide Title 1 schools. The results also showed that there was a significant difference in academic achievement in math during a 5-year time period for Schoolwide Title 1 schools. However, Bonferroni post hoc comparisons revealed that differences included an increase in standardized math test scores during the first two years and then a decrease during the final two years of the study. The math scores increased from Year 1 to Year 3 by a significant mean difference of 5.375, and then decreased from Year 3 to Year 5 by a significant mean difference of 4.958. Despite attempts to increase student achievement, this study determined that Title 1 of the ESEA

had little or no lasting impact on low socioeconomic schools in the state of South Dakota as measured by state standardized assessments during the school years of 2008-09 through 2012-13.

Implications for Social Change

The results of this study demonstrated that Schoolwide Title 1 elementary schools did not show significant gains in reading, and showed significant gains in math for 2 years before significant decreases for the following 2 years. These data will inform state stakeholders, administrators, teachers, parents, and community members of the lack of gains in student achievement in Schoolwide Title 1 elementary schools. Title 1 of the ESEA was designed to provide funds targeting disadvantaged public school students to increase student achievement. This information may lead to positive social change as educators and policy makers continue to search for ways to improve student achievement and use Title 1 funds effectively to provide for the needs of the students.

Recommendations for Action

Findings of this study revealed that despite efforts to increase student achievement in reading and math in Schoolwide Title 1 elementary schools across the state of South Dakota, the efforts have not been successful. As the implications for positive social change include providing these data to inform state stakeholders, administrators, teachers, parents, and community members of the lack of gains in student achievement over a 5-year time period, all stakeholders must look deeper into the impact Title 1 of ESEA has on student achievement locally. Cascio and Reber (2013) determined through their research that the Title 1 program was too small to remediate the gap and

that substantial poverty gaps in spending still remain. Low income students struggle academically for many reasons (Cook & Evans, 2014; Maleyko & Gawlik, 2011; Ready, 2010; Reardon, 2013; Stull, 2013; Waldfogel, 2012). Locally, actions need to be taken in all areas. Among state stakeholders, evaluations are needed on how funds are allocated to Schoolwide Title 1 schools and how schools are accountable for using those funds effectively. Adjustments need to be made based on these evaluations to ensure enough funds are provided and they are used effectively. Administrators at the school level need to also evaluate how they are using Title 1 funds to ensure that the funds are used on effective resources. Also, hiring highly-qualified teachers is essential to meet the needs of struggling students. Administrators need to be in strong, clear communication with teachers regarding resources being used to support students and resources that are required. Teachers are an essential asset in the action process for providing positive social and academic change. Highly-qualified teachers are aware of individual student needs and use effective strategies and resources to meet those needs. Because teachers are the essential daily element in the students' lives, they need to also be in strong, clear communication with their administrators. Outside of the school, action can also be taken by the community. The community needs to evaluate what steps are being taken to assist low-income families and what resources are available outside of the school to assist families academically.

Recommendations for Future Study

The data used in this study were for the school years 2008-2009 through 2012-2013. During those years, the State of South Dakota implemented the Dakota STEP

assessment in reading and math. In December of 2013, the State of South Dakota began implementing the CCSS which included a new assessment, SBAC. Also, in July of 2015, a statement was released addressing the U.S. Senate passage of the Every Child Achieves Act, a reauthorization of the ESEA (USDOE, n.d.f.). With these changes, I recommend a replication of this study be conducted after 5 years of SBAC data become available to determine if the reauthorization of Title 1 of ESEA has an effect on low socioeconomic schools in the state of South Dakota.

Summary

Improving student achievement has been an educational focus for decades. Every year, national, state, and district officials analyze data to develop plans to improve student achievement. The results of this study indicate that there was not a significant difference in reading over a 5-year time period, and although there was a significant difference in math, the scores increased and subsequently decreased over the 5 years of the study. Bourdieu's theory of social and cultural reproduction suggests that families not moving up from a lower class because of the lack of opportunity and experience has an effect on student achievement. As Title 1 of ESEA is intended to play a significant role in making a positive social change in the lives of students in Schoolwide Title 1 elementary schools, the students are not the problem. The problem continues to exist among the adults who need to provide the opportunities that students require to be successful. Furthermore, the teachers who work first hand with students every day need to have a significant voice in decision making and need to work with administrators, community members, and families to help decide what is best at the school level.

Future studies are needed to explore new data becoming available with the new SBAC assessment to see where the issues specifically stand and what can be done as a result. As state stakeholders, administrators, teachers, and community members come together for the common concern of successful student achievement, leadership can stand together and make a difference.

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