

What if we closed the Title I Comparability Loophole?

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What are the problems we're trying to solve?



1. School district practices that dictate the flow of resources in ways that hurt the neediest students, creating inequity in:
 - Funds
 - Staff FTEs
 - Teacher salaries.

Why care about inequity in salaries?



Schools with the lowest teacher salaries also have:

- Higher teacher turnover
- Lower teacher satisfaction
- Fewer applicants per opening

High Poverty Neighborhoods		Wealthy Neighborhoods	
School #1	3	School #1	150
School #2	2	School #2	80
School #3	1	School #3	N/A

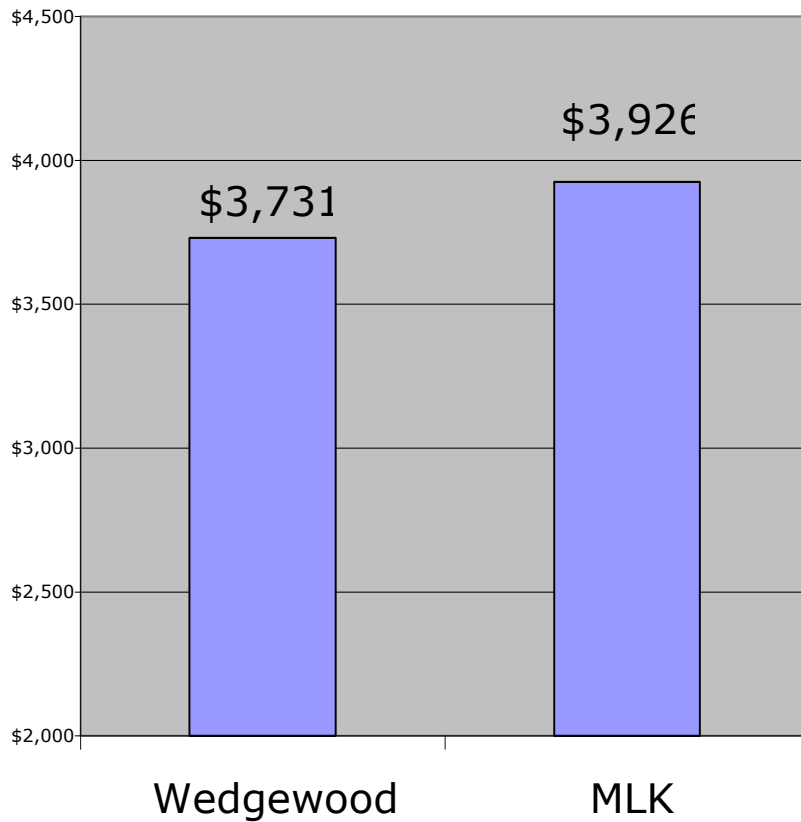
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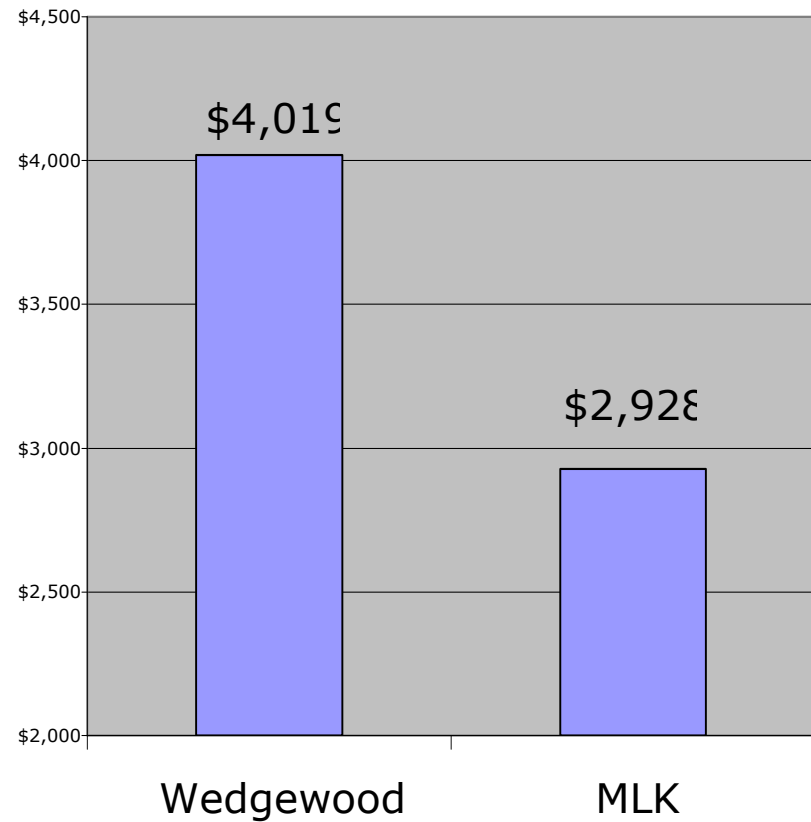
1. School district practices that dictate the flow of resources in ways that hurt the neediest students, creating inequity in:
 - Funds
 - Staff FTEs
 - Teacher salaries.
2. The use of federal money to offset inequities created at the local level.
3. Fuzzy accounting that hides these realities.

Loophole allows for fuzzy accounting

Budgets reported



Actual Spending



Why fix it with federal policy?



Federal interest in poor schools

Enhance accountability

Persistent local forces appear insurmountable:

- Teacher allocation/compensation system that puts poorest schools at a disadvantage in attracting/retaining teachers
- Parents want access to all programs/services regardless of eligibility
- Local politics with vested interests all vying for their share.

How to fix the loophole?

Need a solution that:

- ✓ Doesn't hinge on teacher reassignment
 - ✓ Doesn't have unintended adverse effect on schools or districts
 - ✓ Affords flexibility in what form funds are used/moved
 - ✓ Invokes minimal compliance implications.
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- Comparability should require no less than equal expenditures (in real dollars) for Title I eligible schools and allow for appropriate time for phase-in.

Likely effects of shifting of 5-15% of school-based resources

For schools that will gain funds:

- Can fund salary bonuses/stipends
- Can provide teachers with additional supports, improve working conditions (perhaps attracting more teachers)
- Can add services for students

For schools that with will lose funds:

- Can handle transition with natural attrition
- Can combine staffing tasks such that senior staff take on additional duties to eliminate need for some positions
- Can raise class sizes or reduce supports for senior teachers