

Title I Evaluation Report 2000-2001

Austin Independent School District
Office of Program Evaluation

January 2002

EXECUTIVE SUMMARY

Title I is a compensatory education program supported by funds from the U. S. Department of Education. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills described in the state content standards and to meet the state performance standards developed for all children. In 2000-2001, the Title I, Part A program provided \$11,433,288 (90% of total district allocation) directly to 56 Austin Independent School District (AISD) campuses that had 56% or more students from low-income families, 14 eligible private schools within the district's attendance zone, and three eligible facilities for neglected youth. A total of 36,325 students were served through Title I, Part A funds at these schools and facilities, including 35,641 (98%) public school students, 437 (1%) private school students, and 247 (1%) neglected youth. Other Title I, Part A funds (\$1,257,792 or 10% of total district allocation) were used at the district level to provide overall program coordination and support. Of all Title I, Part A funds that were made available to AISD in 2000-2001, approximately \$10,967,097 (86%) were expended.

Use of Title I, Part A Funds

AISD has received Title I, Part A funds for many years, and due to the ever-increasing number of eligible students in the district, AISD will continue to receive such funds. The challenge for district staff will be to ensure that all funds allocated are spent during the year in a timely manner in order to benefit students. In a recent examination of district spending of Title I, Part A funds over the past few years, the district has left over a million dollars unspent each year. The unspent funds in 2000-01, approximately 14% of the total allocation, were in some cases due to staff positions at campuses going unfilled for a year. A similar situation occurred with Title I, Part D funds allocated to AISD for serving students in facilities for delinquent youth. Of these Title I D funds, 85% was spent during 2000-01. The Texas Education Agency (TEA) allows all districts receiving a substantial amount of Title I funds to roll forward up to 15% of Title I funds for use in the next school year. AISD has rolled forward Title I funds for several years without penalty. In August 2001, a TEA District Effectiveness and Compliance team recommended that the district make every effort to ensure that all grant funds are spent during the year they are intended for use to serve students. Steps are being taken during the 2001-02 school year to address these concerns, such as having written plans for schools to help ensure their Title I funds are spent in a timely manner.

AISD Title I Schoolwide Programs and Achievement

All students at AISD Title I campuses are served by Title I funds because of the schoolwide designation. According to the U. S. Department of Education, a Title I campus

- ¶ Overall, the percentages of students passing TAAS reading and mathematics increased from 2000 to 2001. The largest increase in the percentage of students passing TAAS was in mathematics. There was a slight decrease from 2000 to 2001 in the percentage of students passing TAAS writing.
- ¶ Long-term progress in student TAAS performance has occurred among AISD Title I schools as well as among non-Title I campuses. Since 1997, AISD Title I schools have made notable gains in TAAS percentages passing, with the largest gain in mathematics (i.e., increase of 23.6 percentage points from 1997 to 2001).
- ¶ The differences in TAAS passing rates between Title I and non-Title I schools have grown smaller since 2000, especially in mathematics. However, an achievement gap remains between students in Title I schools and students in non-Title I schools. In 2001, there was an 11 to 15 percentage point difference between overall Title I and non-Title I TAAS passing rates in reading, mathematics, and writing.
- ¶ When TAAS passing rates are examined by disaggregated groups, there are small percentage point differences in overall passing rates between students at all AISD campuses and at Title I campuses. Districtwide, economically disadvantaged students had the lowest overall percentage-passing rates in reading and in writing; African American students had the lowest overall percentage-passing rate in mathematics.
- ¶ When comparing Title I elementary and secondary grade levels, elementary students tend to have higher percentage-passing rates than do secondary students in TAAS reading, mathematics, and writing.
- ¶ AISD 2000-01 Title I campuses had the following 2001 state accountability ratings: 14 Recognized, 38 Academically Acceptable, and 4 Low Performing. In part, ratings are given based on the percentages of all students and of each student subgroup (by ethnicity and by economic disadvantage) that pass each TAAS subject area. The Recognized status indicates at least 80% of all students and student subgroups passed in each TAAS subject area. The Acceptable status indicates at least 50% of all students and subgroups passed in each TAAS subject area. The Low Performing status indicates that TAAS passing rates were less than 50% for all students and subgroups. Compared to ratings in 2000, the total numbers of Title I campuses with Recognized status increased, Acceptable status decreased, and Low Performing status stayed the same.

Based on these findings, the challenge for AISD is to accelerate improvement on TAAS passing rates for students at Title I campuses. Although progress has been made, 15 percent of Title I

The district is now trying to examine whether its programs and procedures are effective in raising the academic performance of its students, and AISD is making efforts to address the improvement of student achievement. For instance, several program initiatives, including Account for Learning, Campus Support Initiative (with its focus schools), Title VI Class Size Reduction grant, AVID, and Bridges to Success, are underway at many Title I campuses to boost student achievement. These programs and others focus on improved processes and resources in staffing, curriculum and instructional support, critical student data analysis, parent involvement, and class size, in order to improve student achievement.

Other Title I Program Components

The AISD Title I program is multifaceted, encompassing a variety of initiatives to serve students. As mandated by law, various Title I funds (Parts A, C, and D) were allocated and used in AISD during 2000-2001 to support and serve eligible students who were homeless, migrant, neglected, delinquent, or attending certain private schools within the AISD attendance area. For example, based on campus survey information, approximately 808 homeless students attended AISD schools during 2000-2001. Of this number, most (570) attended Title I schoolwide campuses and therefore, were served through those campuses' Title I schoolwide programs. Title I funds also were set aside for the salary of a teaching assistant staff person at Mathews Elementary who worked directly with all AISD homeless students and the schools that serve them.

Approximately 223 migrant students who enrolled in AISD schools during 2000-2001 were supported through the Title I, Part C Migrant Education program. The program provided funds for emergency medical and dental services, parent training and liaison assistance for attaining community services, payment of educational fees, and opportunities for extended education or job training. Of the migrant students who took the TAAS tests during the school year (n=36), 67% passed mathematics, 71% passed reading, and 63% passed writing. Because these rates are for the most part below state standards and below the district average passing rates, additional academic assistance for migrant students is needed to help them raise their achievement scores.

Fourteen private schools within AISD attendance zones had students eligible to receive Title I, Part A services during 2000-2001. The schools reported that 437 students in prekindergarten through grade eight were served using Title I, Part A funds during the year. Most private schools used the funds for supporting language arts, mathematics, social studies, or science instructional programs. Of Title I funds allocated to private schools in 2000-2001, 75% was spent.

In 2000-01, three facilities for neglected youth using Title I, Part A funds served 247 students, and four facilities for delinquent youth using Title I, Part D funds served 1,471 students. Students from the AISD attendance area are placed in these facilities because of abuse, neglect, emotional/behavioral problems, or delinquency. These youth attended AISD public schools or in-house classes at the facilities depending on the students' particular circumstances. Academic, guidance, and health services were provided to 85% or more of the students served in these facilities. Positive academic outcomes were reported by some of the facilities, including many students being returned

to their regular school classroom, academic course credits earned, students meeting state requirements for grade promotion, and achievement of high school degrees or GEDs.

Parent involvement is an integral part of Title I programming and is an essential element in the operation of all AISD schools. There are various district programs and initiatives that have a common goal of enhancing parental involvement in the schools. In 2000, the AISD School Board adopted a revised parent involvement policy that is based on six research-based components of parent involvement: communication, parent training, promoting student learning, community resources, decision making, and volunteering. In addition, local, state, and federal laws require schools and districts to include goals addressing parental involvement in campus and district planning documents and obtain parental input on these plans through campus/district advisory councils. Fifty-five AISD campuses used a combination of funds (including Title I) to employ parent support specialists who provided many parent involvement support activities during the year. AISD's Parent Programs, part of the Family Resource Center, is a districtwide resource for parent involvement support that is available to all AISD campuses. The program staff have provided professional staff development, helped coordinate districtwide parent involvement activities, facilitated parent advisory council meetings, published and disseminated parent involvement periodicals, provided adult literacy classes, conducted Spanish-language translations upon request, and worked with area private schools on parent support.

Recommendations

1. **Use of Funds:** District staff in the grant, finance, and curriculum offices should work with AISD campuses and the nonpublic schools (e.g., private schools, facilities for neglected or delinquent youth) to ensure that allocated funds are being spent in a timely manner in order to improve student achievement. Funds must be used efficiently at the district-program level as well. If funds are not targeted for expenditure by mid-year, funds should be reallocated to other program components where they can be used to benefit children. Another suggestion is to consider alternative feasible ways to allocate funds to campuses in order to accelerate student achievement. For instance, provide a larger proportion of Title I funds to those campuses where there are large percentages of students not passing TAAS and/or are failing courses. This strategy would be contingent upon academic improvement over time. Another strategy that could be used is to fund those research-based, effective programs and practices that have been shown to improve student achievement especially among low income and minority children.
2. **Improved Student Achievement:** Examine the extent to which campuses are exhibiting best practices (e.g., instruction, use of data, etc.) in terms of boosting student achievement. Identify schools where effective practices and programs are in place to improve student achievement, and encourage these programs to be adopted districtwide. Provide more academic support to those students who have low TAAS passing rates (e.g., economically disadvantaged, African American, and Hispanic student groups; students at grade six and beyond) in order to boost academic achievement.

Budget Information

Title I funds allocated in AISD during 2000-2001 were: Title I, Part A (*Regular Formula*) \$11,433,288; Title I, Part C (*Migrant*) \$108,294; and Title I, Part D, Subpart 2 (*Delinquent*) \$82,387.

PREFACE

Evaluation Reporting Mandate

By law, each school district receiving Title I funds must annually review the progress of each Title I campus to determine if the campus is enabling its children to meet or make adequate progress toward meeting the state's student performance standards [P.L. 103-382, Section 1116(a)(2)]. In addition, the district is required to publicize and disseminate the results of the annual review to parents, students, and the community in individual school performance profiles that include statistically sound disaggregated results [P.L. 103-382, Section 1116(a)(3)]. The district must provide the results of the review to schools so that they can continually refine their instructional program [P.L. 103-382,

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TITLE I PROGRAM OVERVIEW

WHAT IS TITLE I?

Title I is a compensatory education program supported by funds from the U. S. Department of Education through the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (IASA)* (P.L. 103-382). This legislation has been reauthorized through the U.S. Congress in the *Leave No Child Behind Act of 2001* (P.L. 107-110) as signed into law in January 2002. The purpose of Title I is to enable schools to provide opportunities for children served so they may acquire the knowledge and skills described in state content standards and meet the state performance standards developed for all children. Title I provides funds to state and local education agencies that have high concentrations of low-income children in participating schools.

For school district purposes, a low-income child is defined as one who is eligible for free or reduced-price lunch based on family income. Schools are ranked annually on the percentage of low-income students residing in their attendance zones. Districts must serve schools with 75% or more low-income students, and remaining schools that have less than 75% low-income students are served in rank order as funding allows.

WHAT DOES AISD'S TITLE I PROGRAM LOOK LIKE?

In 2000-01, the Austin Independent School District (AISD) was allocated \$11,433,288 in Title I, Part A funds to support 56 AISD public schools, 14 participating private schools, and 3 participating facilities for neglected youth within the AISD attendance zone that have students eligible for Title I funded services. In addition, Title I funds are used to serve homeless students and to provide support for parent involvement activities. Other Title I funds received by AISD are used to serve migrant students (Title I, Part C), and students who attend facilities for delinquent youth (Title I, Part D). These components of Title I are reviewed briefly below. For a historical perspective on AISD Title I programs, see the Reference section of this report for a list of past reports.

Schoolwide Programs

According to the U. S. Department of Education, a school can be designated a Title I schoolwide program if 50% or more of the children in the school's attendance zone are low-income students. Because AISD provided services to students in schools at or above the 56% low-income level, all 56 Title I schools (46 elementary schools, 9 middle/junior high schools, and one high school) provided schoolwide programs during 2000-01. During 2000-01, 35,641 AISD students (26,476 or 74% elementary; 9,165 or 26% secondary) were served by Title I funds according to PEIMS records. This number represents 45.8% of all AISD students. Demographic information on Title I students served as compared to all AISD students is presented in Table 1.

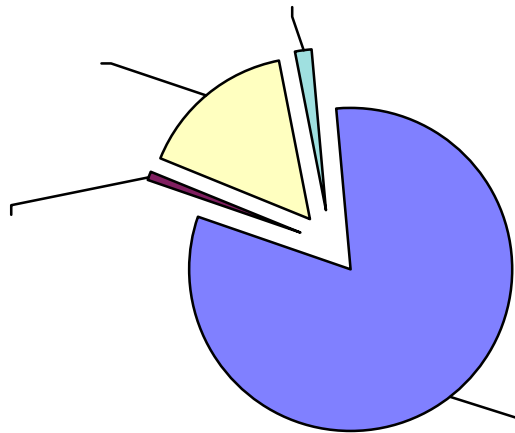
Table 1: Demographics for AISD Title I Schoolwide Program Students and for the District, 2000-01

	Number Enrolled	% Low- income	% <u>LEP*</u>	% African American	% <u>Hispanic</u>
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received \$13,049,773, which included \$11,376,525 (87%) in basic entitlement and \$1,673,248 (13%) in roll-forward. All roll-forward amounts were within the allowable amount according to TEA regulations and AISD was not penalized for roll-forward funds.

As shown in Figure 1, the majority of Title I, Part A funds, 81.6% or approximately \$10.3 million, was allocated to 56 AISD public campuses on a per pupil basis. Among AISD campuses, elementary Title I campuses received a total allocation of \$8,479,856 (82%), while secondary Title I campuses received \$1,881,136 (18%). The range of allocations to these campuses (distributed on a per pupil basis) varied from approximately \$8,626 at one campus to \$402,196 at another. All remaining Title I funds were allocated to districtwide program and campus support (16% or approximately \$2 million), 14 private schools and 3 facilities for neglected youth (0.8% or approximately \$100,000, allocated on a per pupil basis), and indirect costs (1.6% or approximately \$198,440).

Figure 1: AISD Title I, Part A Allocations by Program Component, 2000-01



- €# instructional supplies; reading materials; testing materials; software; reproduction;
- €# staff professional development – e.g., conference fees, travel costs;
- €# refreshments; and
- €# student travel.

AISD Title I (A) Fund Expenditures 2000-01

During 2000-01, AISD spent approximately \$10,967,097 or 86% of the district's allocation of Title I, Part A funds. Therefore, a district total of more than \$1.7 million in

ACHIEVEMENT AND ACCOUNTABILITY IN TITLE I SCHOOLS

HAVE STUDENTS AT TITLE I SCHOOLS MET STATE ACADEMIC STANDARDS? TAAS PERFORMANCE 2001

In 2001, the overall TAAS percentages passing for AISD students taking TAAS in

Table 5: TAAS Percentages Passing by Disaggregated Groups, All AISD Campuses and Title I Campuses, 2001

	TAAS Reading Percentages Passing	TAAS Mathematics Percentages Passing	TAAS Writing Percentages Passing
African American			
All AISD Campuses	74.3%	70.5%	75.1%
Title I Campuses	72.5%	70.3%	74.0%
Hispanic			
All AISD Campuses	76.3%	78.6%	73.2%
Title I Campuses	73.1%	77.6%	70.5%
White			
All AISD Campuses	95.0%	94.2%	92.2%
Title I Campuses	91.9%	90.9%	87.4%
Economically Disadvantaged			
All AISD Campuses	72.5%	75.0%	70.1%
Title I Campuses	71.4%	74.7%	69.9%

Source: TEA AEIS TAAS Information and AISD records, 2001

An examination of 2001 TAAS percentages passing at Title I campuses showed a recurring difference between students in elementary (46 campuses) and secondary (10 campuses) grade levels. Appendix A provides more detailed graphics on TAAS differences between elementary and secondary grade levels. In almost every comparison, elementary students had higher percentages passing than did secondary students in TAAS mathematics, reading, and writing. The greatest difference in percentage points between elementary and secondary was in TAAS writing (7.5 percentage points difference between 77.5% at elementary and 70% at secondary). When the data were disaggregated by ethnicity and by economically disadvantaged status, higher TAAS percentages passing also were found among elementary Title I students as compared to secondary Title I students. For example, among African American Title I students, 77.9% passed TAAS writing at elementary campuses as compared to 69.6% at secondary campuses. Another example shows that among Hispanic Title I students, 79% passed TAAS mathematics at the elementary level as compared to 76% at the secondary level. Additionally, among Title I econom

TAAS reading passing rates dropped at the sixth grade and again at tenth grade (exit level), and these results are more dramatic for students at Title I schools. Similar results occurred in 2001 TAAS mathematics. For TAAS writing, only given at grades four, eight, and tenth/exit, there was a drop from fourth to eight grade, but only non-Title I schools showed an increase again at grade 10. Therefore, more attention and support must be paid to students entering middle school (elementary and middle sixth graders), and this support must continue through middle and high school for those students who are preparing for and

writing, Title I schools differed from non-Title I schools by 13.2 percentage points in 2000 but only by 12.1 percentage points in 2001.

Figure 3: TAAS Mathematics Percentages Passing, State, All AISD Campuses and Title I Campuses, 1997 Through 2001

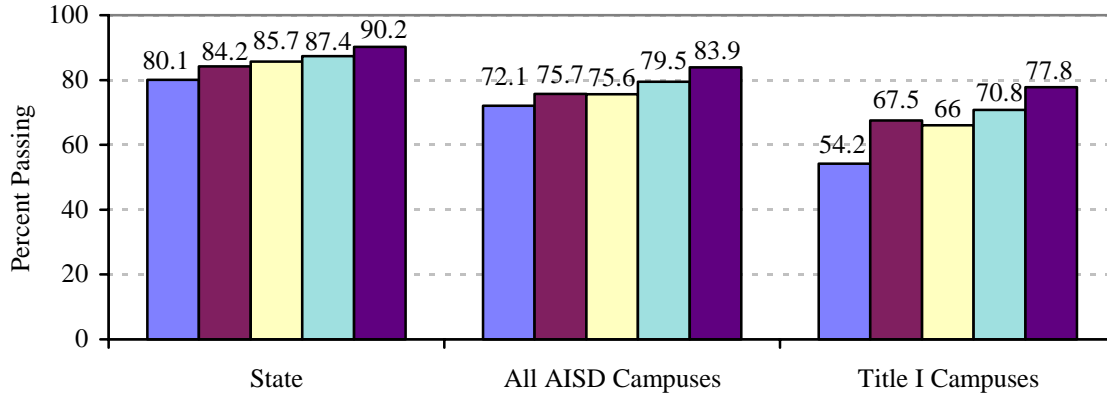
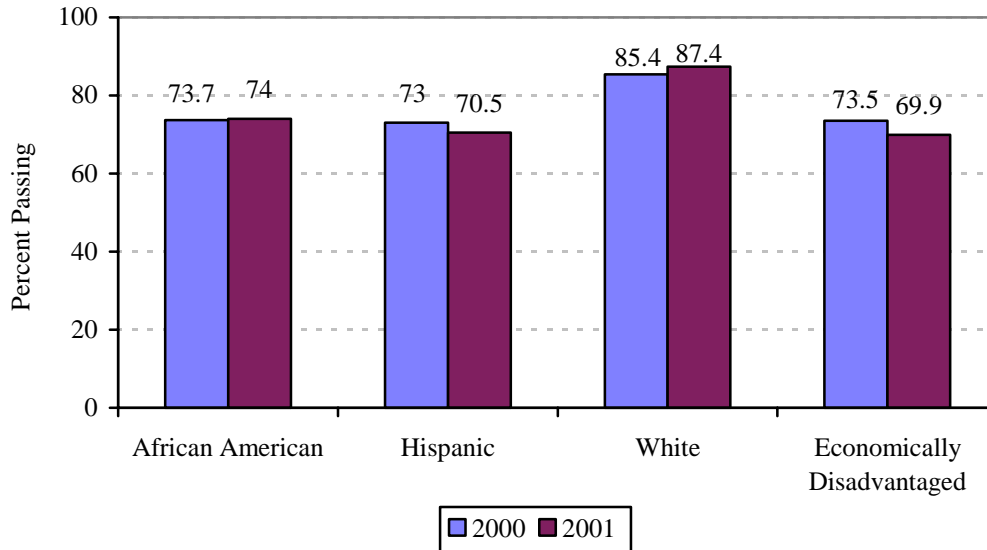


Figure 6: TAAS Mathematics Percentages Passing by Disaggregated Groups, Title I
Campuses, 2000 and 2001



Figure 8: TAAS Writing Percentages Passing by Disaggregated Groups, Title I Campuses, 2000 and 2001



Source: TEA AEIS TAAS Information and AISD Records, 2000-01

SCHOOL ACCOUNTABILITY RATINGS

What is the State Accountability System?

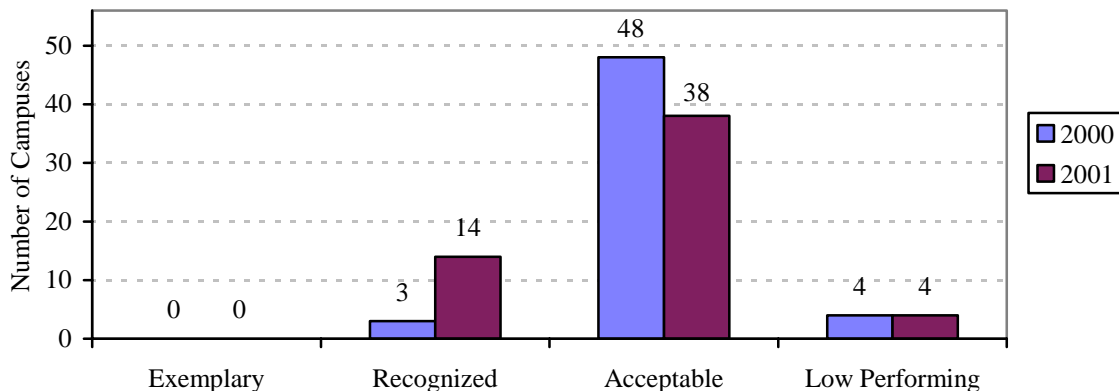
The state accountability system criteria are used to assess student performance. TEA determines four levels of performance: Exemplary, Recognized, Acceptable, and Low Performing. The base indicator standards for each performance level or rating are based on

Have Title I Schools Improved Their Accountability Ratings?

The district's accountability rating for 2001 was Academically Acceptable. Therefore, according to state criteria, at least 50% of all students (and students from all subgroups) passed each TAAS subject area. Overall, between 2000 and 2001, there were increases in the numbers of AISD campuses with Exemplary ratings and Recognized ratings, and a reduction in the number of campuses with Low Performing ratings. Figures 9 and 10 show the two-year changes in the number and type of ratings for Title I campuses and for the district as a whole.

Figure 9 shows that the majority of AISD Title I campuses received Acceptable ratings during 2000 and 2001. Two campuses improved from Low Performing in 2000 to Acceptable in 2001, and 12 campuses improved from Acceptable in 2000 to Recognized in 2001. Thirty-eight Title I campus ratings remained the same from 2000 to 2001: two were Recognized, 34 were Acceptable, and two were Low Performing. Two Title I campuses with an Acceptable rating in 2000 declined to Low Performing in 2001, and one campus with a Recognized rating in 2000 received an Acceptable rating in 2001. One Title I campus opened in 2000-2001 and its rating was Acceptable. There were no Title I campuses with Exemplary ratings. Five campuses gained Title I status in 2000-01: four of these had Acceptable ratings in both 2000 and 2001, and one campus improved from Acceptable to Recognized during this time. A complete list of accountability ratings for Title I campuses, including data from 1999 to 2001 can be found in Appendix B.

Figure 9: Accountability Ratings, AISD Title I Campuses, 2000-01



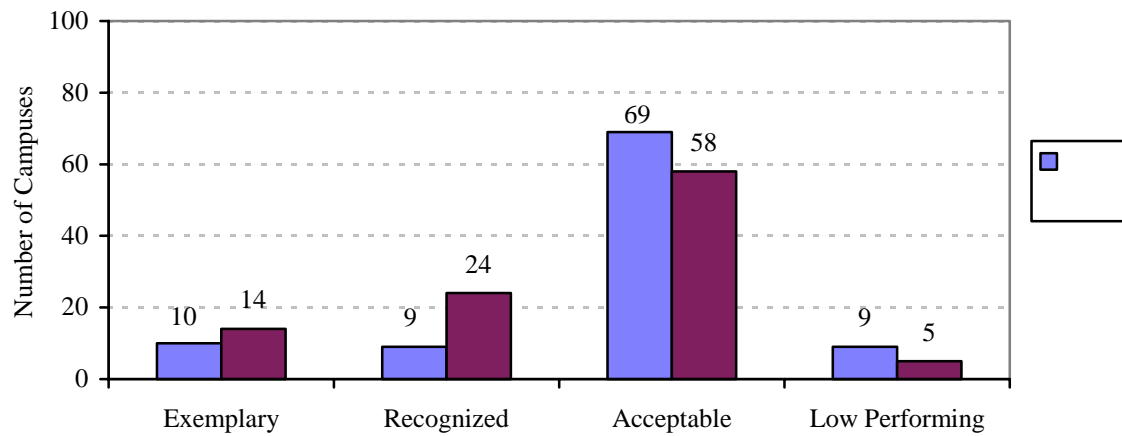
Source: TEA AEIS TAAS Information, 2000-01

As shown in Figure 10, among all AISD campuses, from 2000 to 2001 there were increases in the numbers of Exemplary and Recognized campuses, and decreases in the numbers of Acceptable and Low Performing campuses. Several non-Title I campuses obtained Exemplary ratings in both years (10 in 2000 and 14 in 2001). Some comparisons in the 2001 ratings between Title I campuses and non-Title I campuses show that:

≠ All (14) Exemplary campuses were non-Title I campuses.

- ⌘ Among Recognized campuses, 58% (14) were Title I and 42% (10) were non-Title I.
- ⌘ Among Acceptable campuses, 66% (38) were Title I and 34% (20) were non-Title I.
- ⌘ Among Low Performing campuses, 80% (4) were Title I and 20% (1) were non-Title I. However, the one non-Title I school, Johnston, has become a Title I schoolwide campus in 2001-02.

Figure 10: Accountability Ratings, All AISD Campuses, 2000-01



OTHER COMPONENTS OF TITLE I

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residency status, these youths attend AISD's public schools or in-house classes at the

tutoring, computer skills training, exercise classes, and etc. to the residents of HHH. The home served 34 students in prekindergarten through grade 8 in 2000-2001. HHH received a \$3,766 allocation of which \$3,621 was spent (\$106.50 per student served).

Settlement Home

Settlement Home is a private, non-profit residential treatment center and foster home program for severely abused girls ages 7 to 17. The goal of the facility is to provide weekly academic instruction, tutoring, and skill building to all residents at the home in order to help them improve their grades. Title I funds were used to purchase instructional materials. Five volunteers worked directly with the academic program providing academic tutoring, counseling, and guidance. Settlement Home served 55 students in grades 2-12 in 2000-2001. Settlement Home received a \$538 allocation of which \$441 was spent (\$8.02 per student served).

Lifeworks/Youth Options

Lifeworks is an emergency shelter that serves homeless youth in grades 6 through 12 until they can be enrolled in AISD or an alternative education program. Five volunteers provided tutoring in reading, mathematics, and computer usage. Although allocated \$2,152, no Title I funds were used during 2000-01.

Facilities for Delinquent Youth

The following are descriptions of the programs offered at four facilities for delinquent youth.

Gardner-Betts Juvenile Justice Center

The center served 1,247 delinquent detainees, ages 10 to 16 in 2000-2001. They were provided on-site supplementary instruction. The program offered a TAAS-centered curriculum focusing on English, mathematics, and reading in content areas during the regular school year. In addition, Gardner-Betts offered an on-site summer program for at-risk students at the end of the regular school year. Two volunteer agencies, Austin/Travis County Health Department and the Texas Department of Health, provided sexuality education and Hepatitis C prevention instruction. The Title I funded program at Gardner-Betts is supervised by the AISD Alternative Learning Center principal. Gardner-Betts received a \$20,076 allocation of which \$17,501 was used (\$14.03 per student served).

The Oaks Psychiatric Health System

A coeducational group of youths, ages 5 to 21, lives in this group home facility. The curriculum is individualized and serves students in grades 6 through 12, GED, and pre-vocational classes. The residents received on-site and after-school supplementary instruction tailored to their specific and after-school needs, ages residentTw(T8Ar464ents in gradient arel

their home school, or taking GED classes. Title I funds were used to provide salaries for summer school teachers for all students. The Title I funded program at the Leadership Academy is supervised by the AISD Alternative Learning Center principal. The Leadership Academy received a \$10,372 allocation of which \$7,612 was used (\$262.48 per student served).

Phoenix Academy of Austin

making academic progress). The institutions' evaluation responses indicated all program objectives were *moderately* effective in the following areas: to help students maintain and improve educational achievement, accrue school credits that meet state requirements for grade promotion and secondary school graduation, make transition to a regular program or other local education agency (LEA) programs, and to complete secondary school or equivalency requirements. None of the institutions chose limited or great impact responses.

Summary of Findings for N or D Facilities

In a recent district visit by TEA, members of the District Effectiveness and Compliance team used available performance data to substantiate their findings that AISD N or D facilities were using their funds effectively to promote student learning and were also in compliance with TEA standards. However, since not all funds allocated were expended during the year, a recommendation similar to that for regular AISD Title I campuses can be made: have AISD central office staff, including grants, curriculum and finance staff, work with the N or D facilities staff to ensure that all funds are used to benefit children during the school year. At the time of this report, AISD grant staff are working with several of the facilities to have a written plan for expending all funds in a timely manner in 2001-02.

PARENT INVOLVEMENT

Parent involvement is a key element of AISD's efforts to enhance students' academic and social success. Most district programs, including Title I, Title I Migrant, GEAR Up, AVID, Bridges to Success, Optional Extended Year, and other local district programs, address these efforts. The common goal of these programs is to build partnerships that benefit students, parents, schools and communities. To enhance all of the district's parent and community involvement efforts, AISD's School Board adopted an updated parental involvement policy that was recommended for adoption by the District Parent Involvement Task Force in August 2000. The updated policy is based on Joyce Epstein's (1997) list of important parent involvement activities: communication, parent training, promoting student learning, community resources, decision-making, and volunteering (review this website, www.csos.jhu.edu/p2000/sixtypes.htm). Epstein's research indicates these six activities have been successful ways to involve parents.

Fifty-five AISD schools used a combination of funds in 2000-01 to employ parent support specialists who provided workshops and other services to parents and community members to enhance, empower, and encourage parent participation in the education of children. In addition, parent support specialists served on various committees, participated in campus decision-making activities, coordinated public services between the school and community, and assisted with special enrollment. The majority of parent support specialists also coordinated summer school parental involvement activities.

During the school year, many campuses took advantage of the opportunities for parent involvement that were available through the Parent Programs office, a part of AISD's Department of School Support Services. The office is housed in the Family Resource Center located at Allan Elementary School. The Parent Program Specialist oversees this

office that has a full-time parent support specialist and secretary. The office serves primarily to provide training for parent support specialists, coordinate parent involvement activities districtwide, facilitate Title I and Title I Migrant Parent Advisory Council (PAC) meetings, set up staff development workshops/sessions, publish or make available parenting periodicals, provide on-site adult literacy classes, conduct Spanish translation, and coordinate parent involvement support activities with area private schools. The Center is also the meeting headquarters for the Parent Involvement Advisory Council, a sub-group of the district's task force that updated AISD's parent involvement policy. At the district level, Title I funds also were used to host a summer parent involvement workshop for public and private school parents where parents received parenting resources.

Parent involvement evaluation objectives for 2000-01 included documentation and measurement of the following: campus staff's awareness of AISD's parent involvement policy and regulation; district adherence to and Title I requirements for Campus Improvement Plans' inclusion of parental involvement, parental Campus Advisory Council membership, and written Parent Compacts; parent support specialists activities; district use

SUMMARY AND RECOMMENDATIONS

THE GROWTH OF AISD'S TITLE I STUDENT POPULATION

The Austin Independent School District is experiencing an ever-increasing population of low-income students. Therefore, the number of Title I students and the number of Title I schools that are supported in AISD are also increasing over time. Meanwhile, over the past several years, the amount of Title I funds available to the district has varied. As shown in Table 7, from 1998-99 to 2000-01 there was an increase (of more than \$649,000) in Title I, Part A entitlement funds; the number of students served in AISD public campuses grew from more than 31,000 to more than 35,000; and the number of Title I campuses grew from 50 to 56. However, from 2000-01 to 2001-02, Title I, Part A entitlement funds decreased by more than \$805,000 while the number of students served continued to increase by more than 1,200 and the number of Title I public campuses grew from 56 to 60. During this time, the roll forward amounts (over one million dollars each year) allowed by TEA have compensated for some of the variation in entitlement funds. Across all four years, an increase has occurred in the number of private school students served and neglected youth served (with the exception of neglected youth projections for 2001-02).

Table 7: AISD Title I, Part A Entitlement and Roll-Forward Funds, and Numbers of Students (and Campuses) Served, 1998-99 Through 2001-02

School Year	AISD Title I A Entitlement From TEA	AISD Title I A Roll Forward From Previous Year Allowed by TEA	Number of AISD Public Students Served at Title I Schoolwide Campuses	Number of Private School Students (and Schools) Served With Title I Funds	Number of Neglected Youth (and Facilities) Served With Title I Funds
1998-1999	\$10,783,666	\$1,571,560	31,948 (50)	211 (9)	56 (2)
1999-2000	\$11,376,525	\$1,673,248	31,943 (50)	333 (11)	249 (3)
2000-2001	\$11,433,288	\$1,257,792	35,641 (56)	437 (14)	247 (3)
2001-2002	\$10,627,758	\$1,723,983	Est.* 36,904 (60)	Est.* 951** (10)	Est.* 149 (3)

* Based on AISD Application to Texas Education Agency for Entitlement Funds 2001-02.

** Denotes total estimated enrollment of students; not all of these students may be eligible for Title I A services.

Source: AISD Budget, Grant, and Evaluation Records

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African American students had the lowest overall percentage-passing rate in mathematics.

- ⚡ When comparing Title I elementary and secondary grade levels, elementary students tend to have higher percentage-passing rates than do secondary students in TAAS reading, mathematics, and writing.
- ⚡ AISD 2000-01 Title I campuses had the following 2001 state accountability ratings: 14 Recognized, 38 Academically Acceptable, and 4 Low Performing. In part, ratings are given based on the percentages of all students and of each student subgroup (by ethnicity and by economic disadvantage) that pass each TAAS subject area. The Recognized status indicates at least 80% of all students and student subgroups passed in each TAAS subject area. The Acceptable status indicates at least 50% of all students and subgroups passed in each TAAS subject area. The Low Performing status indicates that TAAS passing rates were less than 50% for all students or subgroups. Compared to ratings in 2000, the total numbers of AISD Title I campuses with Recognized status increased, Acceptable status decreased, and Low Performing status stayed the same.

The achievement gap remains in AISD, as shown by lower TAAS passing rates among students who are low income, and who are in black and Hispanic ethnic groups. These groups represent most students in Title I schools. Improvements in TAAS percentage passing rates are occurring among students in AISD, including Title I campuses, and therefore, the gap in student achievement is narrowing. The district is rethinking the strategies it is using to assist students districtwide who have failed TAAS, the majority of whom are at Title I schools. AISD is promoting the identification and use of “what is working” by analyzing how the following factors impact student achievement:

- ⚡ Use of appropriate instructional practices; pedagogy;
- ⚡ Degree to which curriculum materials are aligned with state TEKS;
- ⚡ Use of test data in redirecting schools;
- ⚡ Funds/Resource allocation and management;
- ⚡ Staffing and professional development;
- ⚡ Communication of district academic strategies, standards, and expectations to campus staff and to parents; and
- ⚡ Reinforcement of parent involvement – a cornerstone of the Title I program and a district mandate.

Several efforts are now underway in AISD to bring more resources to and focus on Title I schools in need. For example, every campus in the district must examine their students’ TAAS data annually in order to identify areas where improvements are needed. This process helps drive the annual revisions of district and campus improvement plans. Better use of available student data can help raise awareness of student needs, allow for improved focus on achievement challenges in each classroom, and drive campuses toward improvement. However, the extent to which each campus is doing an effective job of using this academic information to guide instruction is not fully known; this provides a point for further investigation.

There are several specific initiatives that are directed at improving student achievement in AISD. For instance, the Account for Learning initiative, a locally funded program to increase reading and mathematics achievement at campuses with high percentages of low income students, provides funding to 51 Title I campuses (see AISD's Account for Learning Evaluation Report, Publication 00.17). Another local district initiative in AISD, the Campus Support Initiative, is driven by the district's improvement plan. This strategy provides a group of focus schools with extra curriculum and instructional support through coordinated teams. There are 17 Title I campuses that are considered focus schools for this project. At the elementary school level, there are 42 Title I campuses receiving Title VI Class Size Reduction funds to reduce class sizes in kindergarten through grade three by hiring and training highly qualified teachers. This program's goal is to increase the attention students get at this early age so that academic achievement will be improved, especially in the area of reading, a skill critical to all other school progress (see AISD's Title VI Class Size Reduction Evaluation Report, Publication 00.15). The Bridges to Ninth Grade Success program is funded through the state to increase graduation rates by reducing the number of students who are retained in ninth grade or who drop out. The Bridges program enhances existing AISD programs designed to increase academic achievement and attendance rates while reducing dropout rates. Currently, the Bridges program is at all AISD high schools.

As the 2002-03 school year approaches, efforts to improve student achievement become more critical for all students in AISD and in the state of Texas. New requirements from the Texas Education Agency for student achievement, school progress, and accountability will go into effect that year. For instance, in 2002, the new standard for receiving an Academically Acceptable rating will include a TAAS passing rate raised to 55% for all students (including subgroups) in all TAAS subject areas. In 2003-04, the new more challenging Texas Assessment of Knowledge and Skills (TAKS) assessment will be implemented to replace the TAAS. Another example of higher state standards taking effect will be the implementation of the component of the Student Success Initiative that will eliminate social promotion. This effort will essentially make passing TAAS tied to whether or not a child is promoted to the next grade level. Using a phase-in process with multiple opportunities provided for students to pass TAKS, third graders who do not pass reading TAKS in 2003 will not be promoted to fourth grade. In 2005, fifth graders must pass both reading and math TAKS in order to be promoted to the next grade. In 2008, eighth graders must pass reading and math TAKS in order to be promoted to the next grade.

With these and other high-stakes requirements being placed on students in Texas school districts, the challenge for AISD will be to bring all of its students up to state standards in terms of mastery of the core academic skills required to be successful in school and in society. Right now in AISD, there are large percentages of students who have not passed TAAS reading, mathematics or writing. Many of these students are from minority and/or low-income families and many are at Title I campuses. In addition, data also show that there are many students at grade six and beyond who are having a difficult time passing TAAS. Therefore, immediate and targeted instructional resources (e.g., high quality materials and trained staff) must be used to improve the academic skills of these students.

OTHER TITLE I PROGRAM COMPONENTS

The AISD Title I program is multifaceted, encompassing a variety of initiatives to serve students. As mandated by law, various Title I funds (Parts A, C, and D) were allocated and used in AISD during 2000-2001 to support and serve eligible students who were homeless, migrant, neglected, delinquent, or attending certain private schools within the AISD attendance area. Based on campus survey information, approximately 808 homeless students attended AISD schools during 2000-2001. Of this number, most (570) attended Title I schoolwide campuses. Title I funds also were set aside to fund the salary of a teaching assistant staff person who worked directly with homeless students and the schools that serve them.

Approximately 223 migrant students who enrolled in AISD schools during 2000-2001 were supported through the Title I, Part C Migrant Education program. The program provided funds for emergency medical and dental services, parent training and liaison assistance for attaining community services, payment of educational fees, and opportunities for extended education or job training. Of the 36 migrant students who were eligible to take TAAS during the school year, 67% passed mathematics, 71% passed reading, and 63% passed writing. Because these passing rates are low based on state standards, attention must be paid to how migrant students are being assisted in raising their academic performance.

Fourteen private schools within AISD attendance zones had students eligible to receive Title I, Part A services during 2000-2001. The schools reported a total of 437 students in prekindergarten through grade eight were served using Title I, Part A funds during the year. Most private schools used the funds for supporting reading, language arts, mathematics, social studies, and science instructional programs.

Three facilities for neglected youth (using Title I, Part A funds) and four facilities for delinquent youth (using Title I, Part D funds) served 1,718 students in 2000-2001. Students from the AISD attendance area are placed in these types of facilities because of abuse, neglect, emotional/behavioral problems, or delinquency. These youth attended AISD public schools or in-house classes at the facilities depending on the student's particular circumstances. Academic, guidance, and health services were provided to 85% or more of the students served in these facilities. Positive academic outcomes were reported by some of the facilities, including many students being returned to their regular school classroom, academic course credits earned, students meeting state requirements for grade promotion, and students achieving their high school degree or earning their GED.

Parent involvement is an integral part of Title I programming and is an essential element in the operation of all AISD schools. There are various district programs and initiatives that have a common goal of enhancing parental involvement in the schools. In 2000, the AISD School Board adopted a revised parent involvement policy that is based on six research-based components of parent involvement: communication, parent training, promoting student learning, community resources, decision making and volunteering. In addition, local, state, and federal laws require schools and the district to have goals addressing parental involvement in campus and district planning documents (documents that must be reviewed and approved by committees that have parent representation). Fifty-five

AISD campuses used a combination of funds (including Title I) to employ parent support specialists who provided many parent involvement support activities during the year. Another source of parent involvement support is available to all AISD campuses in the Parent Programs staff and resources, part of the Family Resource Center, located at AISD's Allan Elementary School. This Program and Center provide professional staff development, help coordinate districtwide parent involvement activities, facilitate parent advisory council meetings, publish and disseminate parent involvement periodicals, provide adult literacy classes, and conduct Spanish-language translations upon request.

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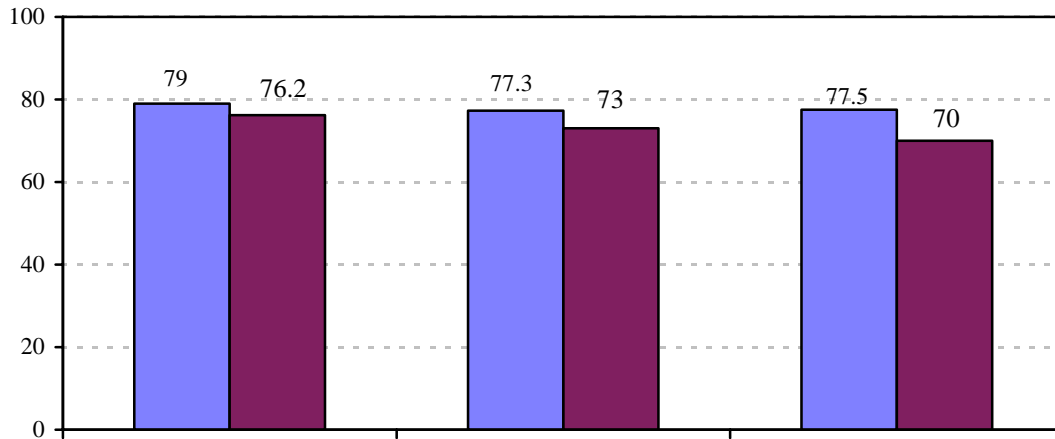
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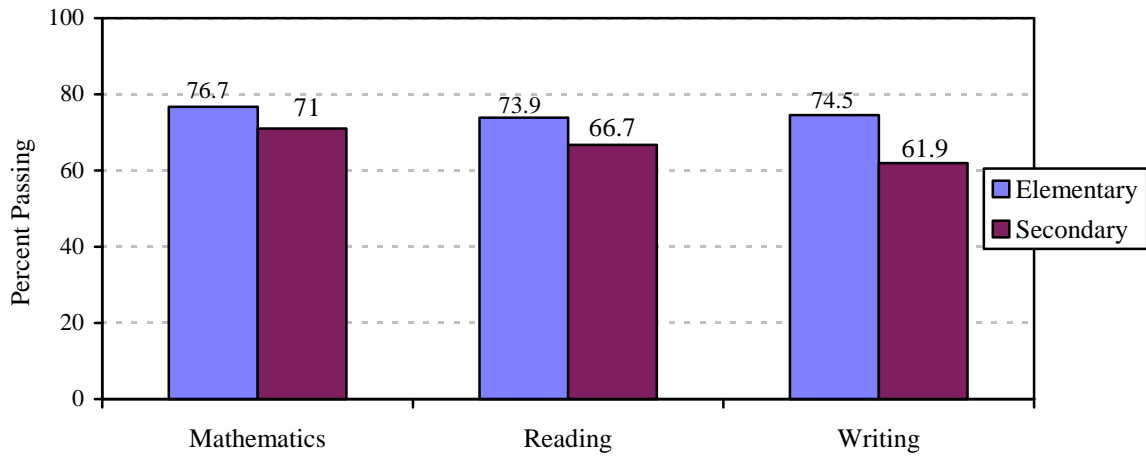
**APPENDIX A: PERCENTAGES OF AISD TITLE I STUDENTS PASSING TAAS
MATHEMATICS, READING, AND WRITING, BY ELEMENTARY AND SECONDARY GRADE
LEVELS, AND BY ETHNICITY AND INCOME LEVEL, 2001**

Percentages of All AISD Students at Title I Schools Passing TAAS Mathematics, Reading,
and Writing, by Elementary and Secondary, 2001



Percentages of AISD Hispanic Students at Title I Schools Passing TAAS Mathematics,
Reading, and Writing, by Elementary and Secondary, 2001

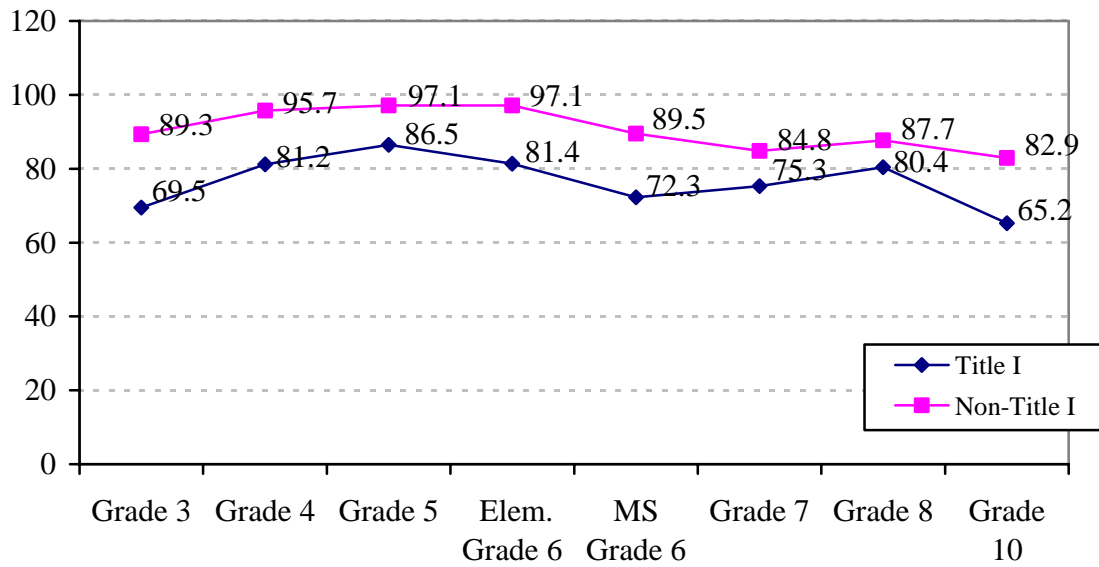
Percentages of AISD Economically Disadvantaged Students at Title I Schools Passing TAAS Mathematics, Reading, and Writing, by Elementary and Secondary, 2001



Source: TEA AEIS TAAS Information and AISD Records, 2001

TAAS Reading Percent Passing For All Students at AISD Title I and Non-Title I Schools By Grade, 2001

TAAS Mathematics Percent Passing For All Students at AISD Title I and Non-Title I Schools By Grade, 2001



Source: TEA AEIS TAAS Information and AISD Records, 2001

**APPENDIX B: TEA ACCOUNTABILITY RATINGS FOR AISD TITLE I CAMPUSES, 1999, 2000
AND 2001**

Campus	1999 Rating	2000 Rating	2001 Rating	Change From 2000 to 2001
Elementary Campuses				
Allan	AC	AC	AC	=
Allison	AC	AC	AC	=
Andrews	AC	AC	AC	=
Barrington	AC	AC	RE	+
Becker	AC	AC	RE	+
Blackshear	LP	AC	LP	-
Blanton	AC	AC	AC	=
Brooke	AC	AC	RE	+
Brown	AC	AC	AC	=
Campbell	AC	AC	AC	=
Cook	AC	AC	AC	=
Dawson	AC	RE	RE	=
Galindo	AC	AC	AC	=
Govalle	LP	AC	RE	+
Graham	AC	AC	AC	=
Harris	AC	AC	AC	=
Hart	AC	AC	RE	+
Houston	AC	AC	AC	=
Jordan	AC	AC	AC	=
Joslin	AC	AC	RE	+
Langford	AC	LP	AC	+
Linder	AC	AC	AC	=
Maplewood	AC	RE	RE	=
Mathews	AC	AC	RE	+*
McBee	--	--	AC	=**
Metz	AC	AC	AC	=
Norman	AC	AC	AC	=
Oak Springs	AC	AC	LP	-
Odom	AC	AC	RE	+
Ortega	AC	AC	RE	+
Palm	LP	AC	AC	=
Pecan Springs	LP	AC	AC	=
Pleasant Hill	AC	AC	AC	=
Reilly	AC	AC	RE	+
Ridgetop	AC	RE	AC	-
Rodriguez	--	AC	AC	=
Sanchez	AC	AC	RE	+
Sims	AC	AC	AC	=
St. Elmo	AC	AC	AC	=
Travis Heights	AC	AC	AC	=
Walnut Creek	AC	AC	AC	=

Legend: LP=Low Performing, AC=Acceptable, RE=Recognized. For rating change between 2000 and 2001, a

Appendix B (continued)

Campus	1999 Rating	2000 Rating	2001 Rating	Change From 2000 to 2001
Elementary Campuses continued				
Widen	AC	AC	AC	=
Winn	AC	AC	AC	=
Wooldridge	LP	AC	AC	=
Wooten	AC	AC	AC	=
Zavala	AC	AC	RE	+
Secondary Campuses				

APPENDIX C: TITLE I PRIVATE SCHOOL DATA, 2000-2001

Title I Private Schools Total Allocations, Expenditures, and Per Pupil Expenditures, 2000-01

Private School	Title I Allocation
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Title I Private School Student Data by School and Grade Level, 2000-2001

Private School	Grade Levels									
	PreK	K	1	2	3	4	5	6	7	8
Abundant Life Learning Center	21	11	0	0	0	0	0	0	0	0
Ebenezer Child Development Center	85	0	0	0	0	0	0	0	0	0
El Buen Pastor Early Childhood Development Center	31	3	5	1	0	1	2	0	0	0
Greater Calvary Academy	0	10	5	7	1	0	0	0	0	0
Hope Lutheran School	11	7	0	7	2	2	6	3	6	4
Mt. Sinai Christian Academy	35	15	8	4	0	0	0	0	0	0
Peace School	0	0	1	0	1	0	0	0	0	0
Praise Christian Academy	6	9	2	3	2	6	7	4	1	3
Sacred Heart School	1	3	0	0	0	0	0	6	0	0
St. Ignatius Martyr School	0	1	3	3	6	1	0	3	1	2
St. James Episcopal School	0	25	0	0	0	0	0	0	0	0
St. Martin's Lutheran School	2	0	1	0	0	0	0	0	0	0
St. Mary's	2	1	4	4	5	7	7	5	4	4
Terrell Home School	0	0	0	0	1	0	0	0	0	0

Source: AISD Records

Austin Independent School District

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