

Title I Evaluation Report, 2001-02

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certified teachers and highly experienced teachers were lower at AISD Title I campuses than at non-Title I campuses during 2001-02. This points to a need to provide Title I campuses with a comparable number of experienced and certified teachers for instruction of students, especially those students in academic need.

Efforts to address students' academic needs must be made early through diagnostic measures, and then constant support must be made available to those students through highly qualified teachers and supplemental academic activities (e.g., tutoring, intensive specialized instruction). The district has already begun plans to target those students and schools in most academic need, initiate more frequent diagnostic assessments, and plan for ongoing supplemental instructional assistance to those students who need it. The district has identified six schools in its "Blueprint" initiative, many of which have been or still are identified by the state as low performing. These schools are among those AISD campuses that will be receiving additional support to help its students who are in academic need.

Recommendations

Based on the findings of this report, several recommendations for the district's Title I grant program can be made to address the most important grant goal of assisting students in reaching the state's high academic achievement standards:

Identify early those students and campuses where students are in most academic need (e.g., low performing schools, students who have failed one or more TAAS tests, students who are in at-risk groups such as limited English proficient, economically disadvantaged, retained).

Offer a variety of intensive supplemental instructional assistance to those students in the identified curricular areas of need. Provide this assistance early in the school year rather than waiting until the next administ

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PREFACE

Evaluation Mandate

By law, each school district receiving Title I Part A funds must annually review the progress of each Title I campus to determine if the campus is enabling its child

PROGRAM OVERVIEW

THE TITLE I PART A PROGRAM AT THE FEDERAL, STATE, AND LOCAL LEVEL

The Title I, Part A program is a compensatory education program supported by funds from the U.S. Department of Education through the *Elementary and Secondary Education Act of 1965 (ESEA)* as amended by the *Improving America's Schools Act of 1994 (IASA)* (P.L. 103-382). The U.S. Congress reauthorized this legislation in the *Leave No Child Behind Act of 2001* (P.L. 107-110) that was signed into law by the President in January 2002. The purpose of the Title I Part A program 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. Using Title I funds, school districts must serve schools with 75% or more low-income students, and the remaining schools that have less than 75% low-income students are served in rank order as funding allows.

In 2001-02, the Austin Independent School District (AISD) was allocated \$13,541,075 (\$11,817,092 entitlement and \$1,723,983 roll-forward from the previous year) in Title I Part A funds to support students at 60 AISD public schools, 9 participating private schools, and 3 participating facilities for neglected youth within the AISD attendance zones that had students eligible for Title I Part A funded services. In addition, Title I funds were used to serve the homeless student population across AISD and to provide support for parent involvement activities. Finally, Title I funds were used

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Table 2: Educational Program Classification for AISD Students, Title I and Non-Title I Students, 2001-02

	Total Number Enrolled	% Bilingual or ESL	% Special Education	% Gifted
All AISD Students	77,805	19.3%	11.9%	7.4%
All Title I Students	38,492	33.0%	12.2%	4.5%
All Non-				

Table 3: Teacher Experience in AISD: Average Years of Experience and Range of Years of Experience in All AISD Schools, in Title I Scho

Figure 2: AISD Campus Employees' Perceptions That Other Campus Staff Have High Expectations for Student Academic Achievement, by Title I and Non-Title I Schools, 2002

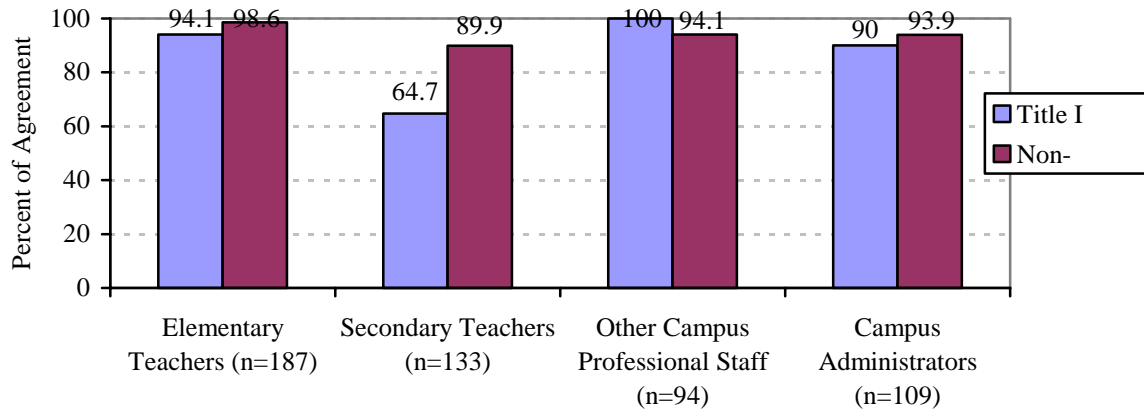
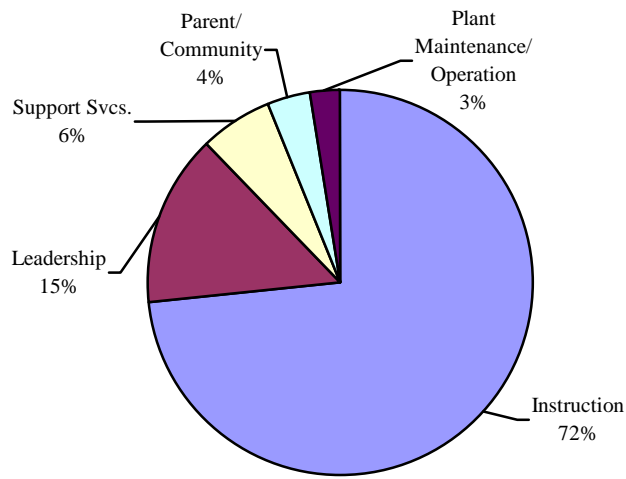


Figure 4: Percentages of AISD Title I Part A Funds Spent by Function, 2001-02



Source: AISD Finance Records, 2002

Of all AISD Title I Part A expenditures in 2001-02, the majority (more than \$9.8 million, or 89%) was expended at the campus level at 60 AISD public campuses, 9 private schools, and 3 facilities for neglected youth. Most (93%) Title I campuses (public, private, neglected) spent most or all (82-100%) of their Title I allocations. The remaining expenditures (more than \$1.3 million, or 11%) went toward program coordination and support through grant management, parent involvement, curriculum and instruction (including prekindergarten, bilingual, language arts, mathematics, science, social studies, dyslexia, translation services, library media, vision/hearing), social services (visiting teachers), homeless liaison services, area superintendents, evaluation, testing, and indirect costs.

STUDENT ACHIEVEMENT

TEXAS ASSESSMENT OF ACADEMIC SKILLS

The Texas Essential Knowledge and Skills (TEKS) is the state mandated curriculum for students in grades prekindergarten through grade 12 in all core academic subject areas, such as reading and language arts, writing, mathematics, social studies, and science. The Texas Assessment of Academic Skills (TAAS) measures students' academic knowledge and skills according to these statewide curricula: in reading and mathematics at grades 3 through 8 and the exit level; in writing at grades 4, 8, and the exit level; and in science and social studies at grade 8. Spanish-version TAAS tests are administered to students at grades 3 through 6. Satisfactory performance on the TAAS exit level tests is prerequisite to a high school diploma. The TAAS has been administered in Texas public schools since 1990. Due to Texas Senate Bill 103, starting in 2002-03, a new assessment system, the Texas Assessment of Knowledge and Skills (TAKS), will begin. The TAKS are designed to incorporate more of the TEKS, better reflect good instructional practice, and more accurately measure student learning (TEA, 2002). In addition, due to Texas Senate Bill 4, third graders must pass TAKS reading for grade promotion.

TAAS PERFORMANCE 2001-02

Improved student achievement is the major goal of Title I, the state, and the district. As part of the statewide assessment system, students in AISD participated in TAAS. The four major subject area tests that are included as part of the state accountability system for public schools are reading, mathematics, writing, and social studies. TAAS social studies was included in the accountability system for the first time in 2001-02. In 2002, the overall TAAS percentages passing rates for all AISD students (based only on the PEIMS October 2001 accountability subset) were above the minimum requirement of 55% as shown in Table 4. The overall TAAS percentages passing rates for all students at Title I campuses were lower than for all AISD campuses and for non-Title I campuses.

Table 4: Overall TAAS Percentages Passing, All AISD Campuses, AISD Title I Campuses, and AISD Non-Title I Campuses, 2002

	TAAS Reading Percentages Passing	TAAS Mathematics Percentages Passing	TAAS Writing Percentages Passing	TAAS Social Studies Percentages Passing (8 th grade only)
All AISD Campuses (n=103)	86.7%	87.7%	84.2%	74.6%
AISD Title I Campuses (n=60)				

The TAAS performance of AISD students (based on the PEIMS October 2001 accountability subset) disaggregated by ethnic groups and economically disadvantaged groups (see Table 5) showed that:

There were small percentage point diffe

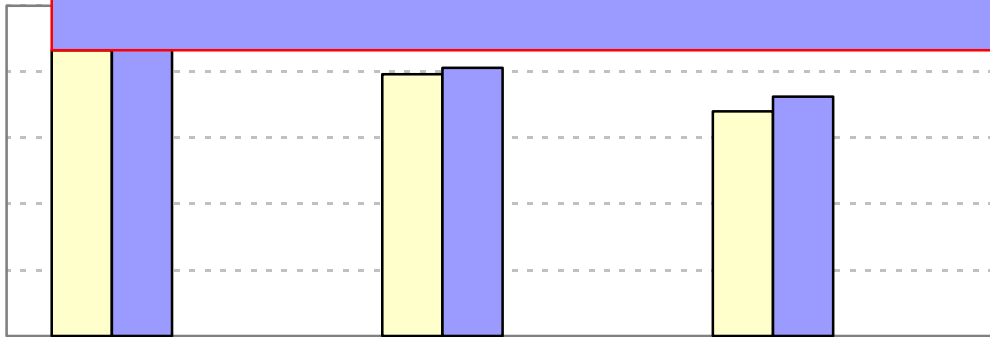
Appendix C). However, for elementary non-Title I students, the range on the same test is from 93.6% to 98.5%. The same is true at the middle and high school levels: Title I students in middle school grades six through eight and high school grade ten (exit level) had percentages passing in TAAS mathematics from 73.8% to 80.9%, while the non-Title I students in those same grades had a range of percentages passing from 87.5% to 91.4%. Similar trends are seen in TAAS reading and writing tests, with the largest gap between Title I students (69.7% passing) and non-Title I students (90.3% passing) seen in TAAS reading at middle school sixth grade.

Longitudinal Progress

In general, TAAS passing rates for all AISD

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Figure 6: [



economically disadvantaged students (73.5% in

Figure 9: AISD District and Title I Campuses Grade 5 ITBS Reading and Math Average Standard Scores, 2000-01 and 2001-02

tested in both 2001 and 2002 for reading and mathematics (only 2002 data available for writing), and the data reported also summarized the percentages of students districtwide and at each grade level that met the ARD (admission, dismissal, and review) committee expectations.

Figures 11-13 show statewide SDAA results as compared to AISD results for all students and for Title I students. For students enrolled in grade three, AISD students (all and Title I) met ARD expectations at slightly higher percentages than did students statewide (all and Title I) on SDAA mathematics (Figure 11). However, AISD

Figure 12: Percentages of Students Meeting ARD Expectations for SDAA Reading, Statewide and AISD Students, 2002 *evelPercentage*



Table 6: Percentages of AISD Students Graduating, Title I and Non-Title I Schools, 1999-2000 and 2000-01

	1999-2000	2000-01
District*	87.3%	

Table 8: TEA Accountability Rating Standards for 2002

	Exemplary	Recognized	Acceptable	Low Performing
Spring 2002 TAAS (Reading, Writing, Mathematics, Social Studies)*	At least 90% passing each subject test	At least 80% passing each subject test	At least 55% passing Reading, Writing, and Mathem55Sost	

campuses will be monitored by TEA. Under the new federal education law, those Title I schools that have been identified as in need of school improvement for three years due to their low performing rating must offer effective supplemental academic services to low-income students from those schools. Plans are underway

SUMMARY

Offer a variety of intensive supplemental instructional assistance to those students in the identified curricular areas of need. Provide this assistance early in the school year rather than waiting until the next administration of the state test

APPENDICES

APPENDIX A: 8 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

1. A comprehensive needs assessm

APPENDIX B: TITLE I A PRIVATE SCHOOLS STU

TAAS Percentage Point Gains, AISD District, Title I Campuses, and Non-Title I Campuses, 1999-2002

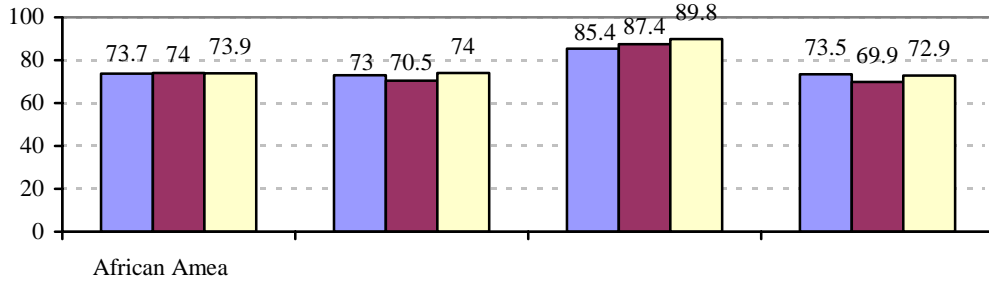
	1999 % Passing	2002 % Passing	% Point Gain
TAAS Mathematics			
District	75.6	87.7	12.1
Title I Campuses	66.0	82.6	16.6
Non-Title I Campuses	81.9	92.4	10.5
TAAS Reading			
District	79.3	86.7	7.4
Title I Campuses	68.0	79.1	11.1
Non-Title I Campuses	86.1	93.6	7.5
TAAS Writing			
District	81.8	84.2	2.4
Title I Campuses	71.0	76.2	5.2
Non-Title I Campuses	86.3	90.1	3.8

Source: TEA TAAS Records and AISD Student Records, 1999-2002

TAAS Mathematics Percentages Passing by Disaggregated Groups at Title I Campuses, 2000-2002

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TAAS Writing Percentages Passing by Disaggregated Groups at Title I Campuses, 2000-2002



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	AC		AC
	LP		RE
	AC		AC
	AC		RE

APPENDIX E: AISD BOARD RESULTS POLICY

See next page for AISD Board/Results Policy Adoptd [August 26, 2002

R-1: Mission	R-2: Academic Achievement	R-3: College and Career	R-4: Arts	R-5: Citizenship	R-6: Essential Life Skills	R-7: Health and Safety
<p>All students will learn something new every day, successfully advancing each year and graduating prepared to contribute to the economic, intellectual, creative and technological growth of the Austin community.</p>	<p>All students will achieve at high academic levels that meet or exceed state and national performance standards, including the Texas Assessment of Knowledge and Skills (TAKS), effectively eliminating any achievement gap.</p> <p>2.1 Students will be proficient in language arts: 2.1.1 reading 2.1.2 writing 2.1.3 oral communications: 2.1.3.1 speaking 2.1.3.2 listening</p> <p>2.2 Students will be proficient in mathematics.</p> <p>2.3 Students will be proficient in sciences.</p> <p>2.4 Students will be proficient in social studies.</p> <p>2.5 Students will be proficient in technology.</p> <p>2.6 Students will be proficient in a second language.</p>	<p>All students will demonstrate and understand the skills, knowledge, work habits, attitude, leadership and teamwork required by employers for success in the global 21st century workplace:</p> <p>3.1 Explore and experience a wide range of career options in relation to their interests and aptitudes.</p> <p>3.2 Graduate with a jumpstart on college and career, including consideration of: postsecondary credit industry certification scholarship opportunities</p> <p>3.3 Demonstrate and understand the skills and knowledge to successfully enroll in postsecondary education.</p> <p>3.4 Demonstrate and understand the skills and knowledge required to transition into the workforce and to be successful in a variety of jobs and careers.</p>	<p>All students will participate in and appreciate the arts.</p> <p>4.1 Students will use the visual, performing or musical arts:</p> <p>4.1.1 Exploration</p> <p>4.1.2 Communication</p> <p>4.1.3 Self expression</p>	<p>All students will be productive and contributing members of the community.</p> <p>Students will:</p> <p>5.1 Know the values of democracy.</p> <p>5.2 Demonstrate civic responsibility: 5.2.1 vote and participate in the political process 5.2.2 contribute positively to the community 5.2.3 volunteer time and talents 5.2.4 be good stewards of the environment</p>	<p>All students will demonstrate the aptitude, attitude and skills to lead responsibly fulfilling, mutually respectful and contributing lives.</p> <p>6.1 Possess high self-esteem.</p> <p>6.2 Access and manage resources to solve problems.</p> <p>6.3 Possess sound</p>	<p>All students will learn and understand the components of good health and personal safety and regularly engage in physical activity to develop a healthy lifestyle.</p>

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Improving America's Schools Act of 1994, P.L. 103-38220n21m 103-TETEMCPRIlaTm(S.O.A.R. Evaluat

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