

# Title I Evaluation, 2002-03

Making Progress and Being Accountable in Education



Austin Independent School District  
Department of Program Evaluation  
October 2003

***Title I Evaluation, 2002-03*****EXECUTIVE SUMMARY**

The Austin Independent School District (AISD) received federal Title I Part A funding in 2002-03 through the Texas Education Agency (TEA) in the amount of \$17,074,033 to allow schools to provide children with the opportunity to acquire the knowledge and skills necessary to meet state/federal academic performance standards. These federal funds, authorized by the No Child Left Behind (2001) legislation, target students at schools with a high concentration of low-income children in their attendance zone. During 2002-03, there were 66 AISD schools that had the Title I schoolwide designation allowing all students to be served at those locations. According to records submitted to TEA in fall 2002 and confirmed by TEA's Fall 2003 Academic Excellence Indicator System (AEIS) report, 45,000 students were enrolled at AISD Title I schools. This number represents a growth of 12% from two years ago. Title I Part A funds also were available to serve low-income students in attendance at participating private schools and facilities for neglected youth in the AISD attendance area. The total numbers of these students served during 2002-03 were 397 private school students and 214 students at facilities for neglected youth.

The federal NCLB legislation enacted in 2001 requires that all U.S. public schools ensure that all teaching staff are highly qualified in core academic subject areas by the end of the 2005-06 school year. AISD is well on its way to ensuring that all teachers have such qualifications, however, a disparity remains in the numbers of highly qualified teachers at Title I campuses as compared to non-Title I campuses. Compared to AISD non-Title I campuses, the AISD Title I campuses tended to have lower percentages of fully certified teachers and those teachers had a lower average number of years of experience in 2002-03. Although it was confirmed that all AISD teaching staff received high quality professional development during the school year, increased efforts are needed by district and campus administration to ensure that highly qualified (i.e., certified and experienced) teachers are providing instruction at Title I schools as well as

at non-Title I schools. At this time, the school district is enacting its plan to ensure that all teachers are certified to become highly qualified. However, the district is waiting on final guidance from the Texas Education Agency on the terms of highly qualified staff.

The primary goal of the district and the Title I grant is to assure that all students are successful in making annual progress in their academic achievement. The goal of state assessments is to assure that all students and student groups (e.g., students of different ethnicities, students who are economically disadvantaged, limited English proficient students, students in special education) show academic progress. An analysis of student academic assessment results from the 2003 state-mandated Texas Assessment of Knowledge and Skills (TAKS) shows that students in AISD are successful in the core academic subject areas of reading, language arts, mathematics, writing, science and social studies. However, there is much room for progress. For instance, 2003 TAKS results showed that AISD Title I campuses tended to have lower percentages of students meeting the state's TAKS passing standards than did students at AISD non-Title I



help or remediation in core academic areas during the past school year (including the summer term). Also, the district provided extra support and guidance to staff at several Title I schools that were experiencing low student academic performance. And, with the district's performance on the first year of the new state-mandated TAKS, success has been shown for many students. These program efforts will continue into the next school 664.0202 126t acad

## **PREFACE**

### **EVALUATION MANDATE**

By federal and state 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 students to make adequate progress toward meeting the state's student performance standards. In addition, the school 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. The district must provide the results of the review to schools so that they can continually refine their instructional program. The Austin Independent School District accomplishes these tasks via annual performance reports on each campus and the district, district and campus informational reports, district and campus improvement plans, and public news/media channel broadcasting.

The district is required to provide an annual performance report to the Texas Education Agency that contains information about the types of services and program components provided with Title I Part A funds as well as demographic information about the students served. Additional data related to the Title I A program is collected through the state Public Education Information Management System (PEIMS). For more information, please review the Texas Education Agency's Division of Student Support Programs website at <http://www.tea.state.tx.us/student.support/>.



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## **PROGRAM OVERVIEW**

### **TITLE I A PROGRAM AT THE FEDERAL, STATE, AND LOCAL LEVELS**

The U.S. Congress reauthorized the Elementary and Secondary Education Act of 1965 by passing the No Child Left Behind Act legislation in 2001 (P.L. 107-110). The Title I Part A program is the largest of the compensatory education programs included in this federal legislation, supported by funds from the U.S. Department of Education. The purpose of the Title I Part A program is to support schools in providing opportunities for children served so that they may acquire the knowledge and skills described in state content standards and meet state performance standards set for all children (see <http://www.ed.gov/legislation/ESEA02/pg1.html>). The Title I Part A program provides funds to state and local education agencies with high concentrations of low-income children.

For school district purposes, a low-income child is defined as one who is eligible for free or reduced-price meals based on family income. Schools are ranked annually in AISD on the percentage of low-income students residing in their attendance zones. Using Title I Part A funds, most school districts must provide funds to schools with 75% or more low-income students, and the remaining schools can be provided with Title I Part A funds in rank order or some other order as defined by the school district.

In 2002-03, AISD was allocated \$17,074,033 (an entitlement of \$15,574,324 and a roll-forward amount from 2001-02 of \$1,499,709) in Title I Part A funds to support students at 66 AISD public schools, 9 participating private schools, and 3 participating facilities for neglected youth that served Title I eligible students who live within AISD attendance zones. In addition, Title I Part A funds were used to serve the homeless student population across AISD and to provide support for parent involvement activities. Finally, Title I Part A funds were used to provide support in curriculum and in grant administration. For a historical perspective on AISD's Title I programs and services, see previous publications listed in the Reference section of this report.

### **TITLE I A SCHOOLWIDE PROGRAMS AND EXTENDED LEARNING PROGRAMS**

#### **Schoolwide Programs**

According to the U. S. Department of Education, a school can be designated as a Title I schoolwide program and use Title I Part A funds to upgrade the entire school program if 40% or more of the children in the school's attendance zone are from low-

income families. During 2002-03, AISD provided Title I schoolwide program services to students at each of its 66 Title I campuses with 50% or more of the children being economically disadvantaged. According to preliminary records submitted to the Texas Education Agency (TEA) as part of the Fall 2002 student data submission (i.e., PEIMS, or Public Education Information Management System), and later included in TEA's Fall 2003 Academic Excellence Indicator System (AEIS) report, 45,000 AISD students were enrolled at Title I schoolwide cam



a second language (ESL), special education, and gifted. The percentages of Title I students participating in bilingual, English as a Second Language, and special education programs were higher than that of non-Title I students. However, the percentage of Title I students was lower than that of non-Title I students in gifted education. For more information on AISD's bilingual and ESL programs, see the most recent publication listed in the Reference section of this report.

Table 2: Educational Program Classification for AISD Students at Title I and Non-Title I Campuses, 2002-03

	Total Number Enrolled	% Bilingual Education	% English as a Second Language	% Special Education	% Gifted Education
<b>Title I Students</b>	45,000	22.1	8.5	12.5	5.0
<b>Non-Title I Students</b>	33,155	1.2	3.5	10.9	10.3
<b>All AISD Students</b>	78,155				

Part A funds supported the salary of a staff person at one of AISD's Title I elementary campuses where many of the district's homeless students attend.

Project HELP staff provided information on AISD students identified and served due to homelessness. With the assistance of campus personnel, Project HELP staff, and Program Evaluation staff, these data were verified in the district's student data system. A total of 895 homeless students were identified and served during 2002-03, of which 639 (71.4%) were enrolled at Title I campuses and 256 (28.6%) were enrolled at non-Title I campuses. These data were provided to the Texas Education Agency as part of the required Title I Part A performance report submitted in August 2003. The district also was required to report to the Texas Education Agency the number of homeless students as part of the third PEIMS submission. However, the number of homeless students reported through PEIMS represents only those homeless students who were enrolled on a specific date in May, and for this year that number was 364. Due to the changing status of a person's homelessness, this number does not represent all homeless students who may have been in the district during the year.

## **TEACHING STAFF**

### **Highly Qualified**

The NCLB Act requires districts to have a plan for all teachers in core academic subject areas (e.g., reading, English language arts, mathematics, science, social studies, etc.) to become highly qualified by the end of 2005-06. To be highly qualified, teachers must have at least a Bachelor's degree, full state certification, and demonstrate competency in the core academic subject area assigned (TEA, 2003).

A total of 5,320 teachers were employed in AISD during 2002-03 based on data from the district's Human Resources staff (Fall 2003 TEA AEIS report indicated 5,382 teachers in AISD). A certification and permit report completed in November 2002 by AISD Human Resources staff indicated the extent to which these AISD teachers were fully certified or on a permit or temporary certification. For the district, 89.8% of all teachers were fully certified, and 3.1% had temporary certification via an alternative certification program (based on a one-year internship). In addition, 6.3% of the teachers had some type of teaching permit (e.g., emergency, one-year non-renewable, school district issued) as of November 2002. Finally, 0.8% teachers were on a one-year temporary classroom assignment permit that allows certified teachers with appropriate



college credits to teach in another subject area. In Table 3, the data show that compared to non-Title I campuses, the Title I campuses had lower percentages of fully certified teachers, higher percentages of temporarily certified (alternative certification) teachers, and higher percentages of teachers with special permits (emergency, non-renewable, district).

Table 3: AISD Teacher Certification or Permit Status, as of November 2002

	Total Number of Teachers	% Fully Certified	% Temporarily Certified – Alternative Certification	% With Permit – Emergency, Non-Renewable, School District	% With Permit for Temporary Classroom Assignment
<b>Title I Campuses</b>	3,203	86.7	4.4	8.2	0.6
<b>Non-Title I Campuses</b>	2,117	94.5	1.2	3.4	0.9
<b>All Campuses</b>	5,320	89.8	3.1	6.3	0.8

Source: AISD Human Resources records, November 2002

To examine years of teaching experience among AISD teaching staff, an analysis of district records was conducted on average number of years of teaching experience (in district, out of district, total). Teaching staff at Title I schools were compared to those at non-Title I schools and to all schools. Tables 4 and 5 show that teaching staff at Title I schools had a lower average number of years of teaching experience than did teaching staff at non-Title I schools and at all schools.

Table 4: Average Number of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2002-03

	Average # of Years Teaching Experience in District	Average # of Years Teaching Experience Out of District	Average Total # of Years Teaching Experience

Table 5: Range of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2002-03

	% No Prior Teaching Experience	% 1-5 Years Teaching Experience	% 6-10 Years Teaching Experience	% 11-20 Years Teaching Experience	% 20 + Years Teaching Experience
<b>Title I Schools</b>	10.0	38.1	16.8	17.9	17.2
<b>Non-Title I Schools</b>	6.3	24.4	18.0	26.5	24.9
<b>All Schools</b>	7.7	32.6	17.5	21.3	20.9

Source: AISD Records, 2002-03; TEA AEIS Report, Fall 2003

Another area examined was professional development obtained by teaching staff. Of the total number of teachers in the district during 2002-03, all were documented as having participated in high-quality professional development activities during the year. These data were provided to the Texas Education Agency as part of the required Title I Part A performance report due in August 2003. The professional development data came from several sources, including a required in-service training for all district teachers prior to the beginning of classes in August 2002, many training sessions recorded all year long through the district's Professional Development Academy database, and documented paper records for numerous grant-funded trainings (e.g., Accelerated Reading Intervention grant, Title II-A grant). Staff development covered a wide range of topics including reading, writing, mathematics, science, social studies, assessments and data. There was some difficulty in consolidating all of these records for this report to ensure that there were no duplications because electronic and paper records had to be combined, and there was not a complete record of all possible staff participants that may have been in trainings throughout the year (i.e., some professional development activities at campuses were not centrally documented). A recomme

**Paraprofessionals**

Another new reporting requirement for school districts in 2002 included documenting the numbers of paraprofessional staff employed in the district who provide instructional or non-instructional support at Title I schoolwide campuses, and the levels of education or state/local certification of these staff. Paraprofessional staff members who provide instructional support in core academic subject areas (e.g., reading, mathematics, science, social studies, etc.) are defined by the Texas Education Agency as those who provide one-on-one tutoring, classroom management assistance (e.g., organizing materials), instructional assistance in a computer laboratory, or similar instructional support in a library or media center. By this definition, the district reported 433 such staff to the Texas Education Agency. Of these staff, 109 had at least an Associate's degree or higher, 44 had completed two years of study at an institute of higher education, 244 had passed a rigorous state or local assessment to show that they had knowledge of and ability to assist with instruction in core academic areas, and 36 did not have such qualifications. According to district plans, these 36 are on track to obtain such certification in order to meet state and federal requirements by 2005.

There were 1,432 paraprofessionals without instructional support duties in the core academic areas employed in the district at Title I schoolwide campuses during 2002-03, and this number was reported to the Texas Education Agency as part of the district's Title I Part A performance report. These staff included secretaries, clerks, cafeteria monitors, parental liaisons, and others.

**PRIVATE SCHOOL STUDENTS SERVED BY TITLE I PART A FUNDS**

Title I Part A program services were provided to 397 students in grades prekindergarten through 9 at 9 private schools within AISD school district boundaries during 2002-03. These students received instructional support services in the areas of

**STUDENTS SERVED BY TITLE I PART A FUNDS AT FACILITIES FOR NEGLECTED YOUTH**

Title I Part A program services were provided to 214 students at 3 facilities for neglected youth within AISD school district boundaries during 2002-03. These students received instructional support services in reading or language arts, mathematics, science or social studies. In addition, some students received guidance or counseling support

to all campuses, while approximately two-thirds were spent at campuses. Expenditures included staff salaries, contracted services, supplies and other operating costs. Most of the AISD central support services for coordination of parent involvement come from staff at the AISD Family Resource Center. These staff (whose salaries are supported by Title I Part A funds) provided monthly professional development to campus parent support specialists, coordinated district parent involvement activities, served on district and campus advisory councils, disseminated parent involvement materials to all campuses, and provided other support services to campuses as requested. Of the many activities at Title I campuses that support parent involvement, the promotion of family literacy is a critical goal for Title I programs. Based on data reported from 55 AISD Title I campuses, family literacy activities, such as classes to promote English language acquisition among parents of Title I students, had 10,229 family member participants (duplicated count) during 2002-03. These classes often met monthly. More detailed information on the district's parent involvement efforts can be found in another publication listed in the Reference section of this report (Washington, 2003).

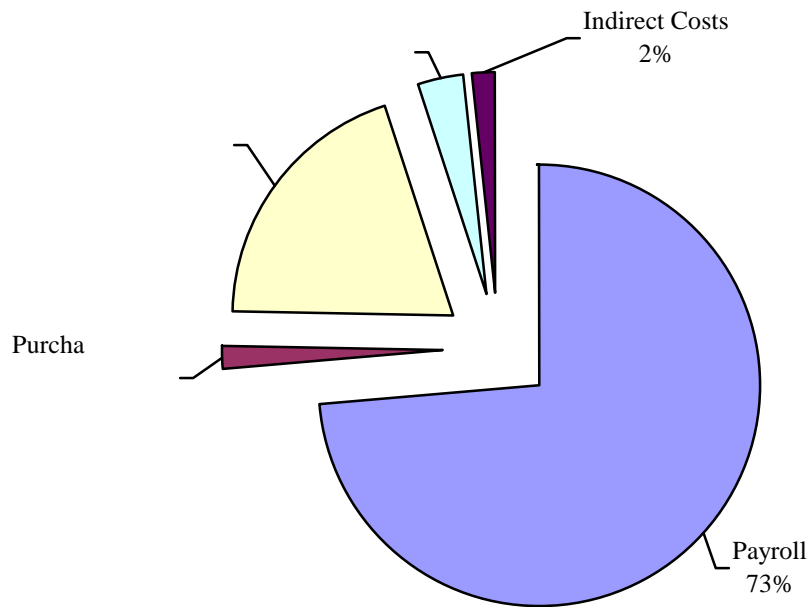
### **School Improvement, School Choice and Supplemental Services**

The 2002-03 school year represented the second year that certain AISD Title I schools received extra grant assistance due to the need for school improvement (based on student TAAS passing rates being below state standards). The grant, Title I School Improvement Program (SIP), provided extra assistance to Reagan and Johnston High Schools, Dobie and Pearce Middle Schools, and Blackshear, Langford, and Oak Springs Elementary Schools. Four of these Title I campuses (Reagan, Dobie, Pearce, Oak Springs), due to their state designation of needing improvement, offered their students the choice to attend/transfer to other AISD campuses in 2002-03. Of all students attending these schools, only 72 requested transfers and among those only 41 actually enrolled at other campuses during the year. Also due to state designation of needing improvement, Reagan High School and Dobie Middle School were required to offer supplemental educational support services to its students. At Dobie, only one parent requested such services be provided from an external provider, but that private provider never provided the services. Dobie also offered tutoring services to its students, and 8 students received such services. Due to improved school results, only Reagan, Dobie, Pearce, and Oak Springs were included in AISD's SIP application submitted to TEA for 2002-04.



A comparison of expenditures by campuses versus district services shows that campuses spent 94% of their Title I Part A funds, while centralized support functions spent about 70% of such funds. The unspent funds tended to be from the salaries of unfilled staff positions, and funds set aside but not used for school choice, student transportation, student field trips, extra-duty pay, pay for substitutes, professional services, and supplies and materials.

Figure 2: AISD Title I Part A Expenditures by Category, 2002-03



## **STUDENT ACHIEVEMENT**

### **TAKS**

Texas Senate Bill 103 authorized a new state assessment system, the Texas Assessment of Knowledge and Skills (TAKS), a series of student academic tests given for the first time in spring 2003. Similar to the previous testing system (Texas Assessment of Academic Skills or TAAS), the tests are based on the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In 2003, TAKS were administered in the following subjects: reading (grades 3-9), English language arts (grades 10-11), writing (grades 4, 7), mathematics (grades 3-11), science (grades 5, 10, 11), and social studies (grades 8, 10, 11). Due to Texas Senate Bill 4, third graders had to pass TAKS reading for grade promotion beginning in 2002-03. Since the tests were being administered for the first time, the State Board of Education adopted a phase-in period for academic performance standards on the TAKS. In 2003, the passing standard for TAKS reading was set at 46.8%, while the passing standard for TAKS mathematics was set at 33.4%. These passing rates had to be met by campuses and by school districts for all students and for each student group (White, African American, Hispanic, economically disadvantaged, special education, limited English proficient). The state's phase-in plan increases the minimum passing standard for students to pass TAKS in 2004 and 2005 to reach the full implementation of the TAKS as part of the state accountability system.

To provide extra opportunities for third graders to pass TAKS reading and be promoted to the next grade, there were three opportunities for third graders to take TAKS reading (in March, April, and July). For federal accountability purposes, however, only the first administration of any test was counted. The figures that follow summarize some of the TAKS 2003 results for AISD students who were part of the Fall 2002 PEIMS submission, focusing on all students and student groups across the district and at Title I campuses and non-Title I campuses, first test administration only. Figure 3 indicates that on all TAKS tests, students at Title I cam

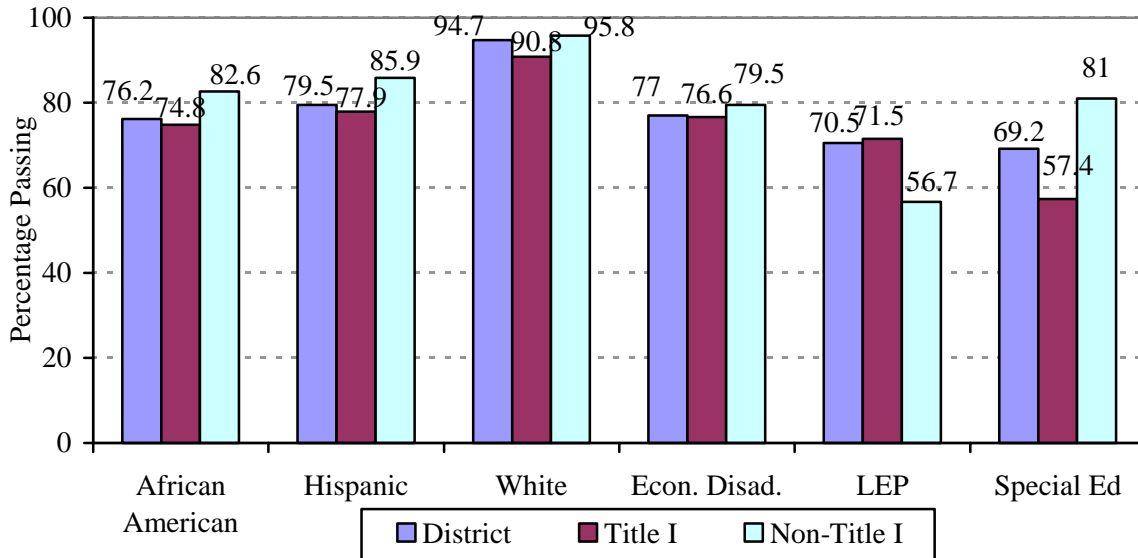




Figure 4: AISD TAKS Reading 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Cam

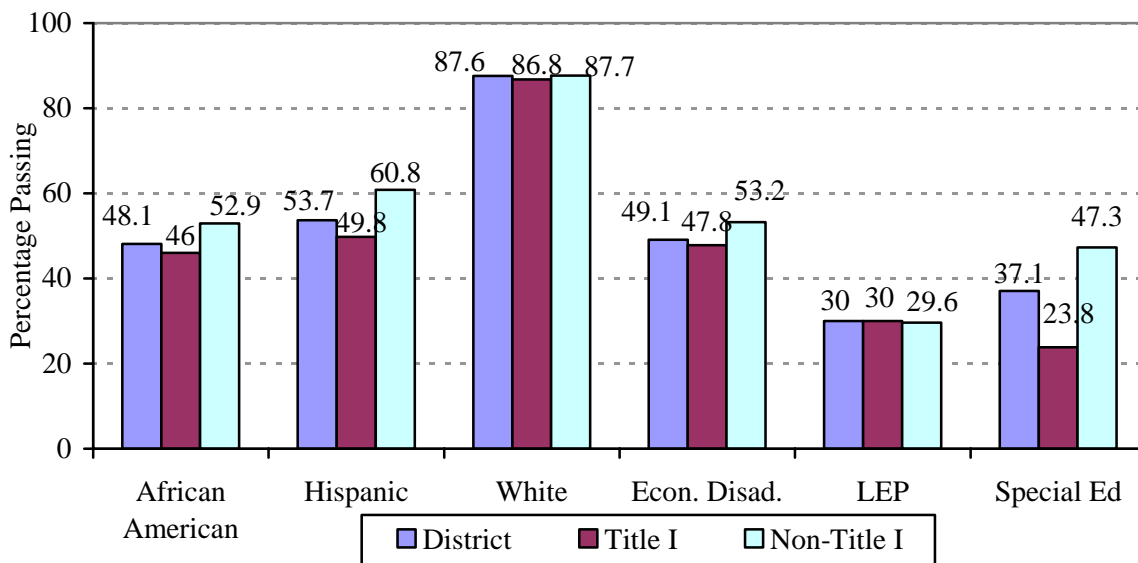
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Figure 7: AISD TAKS Writing 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 4, 7)



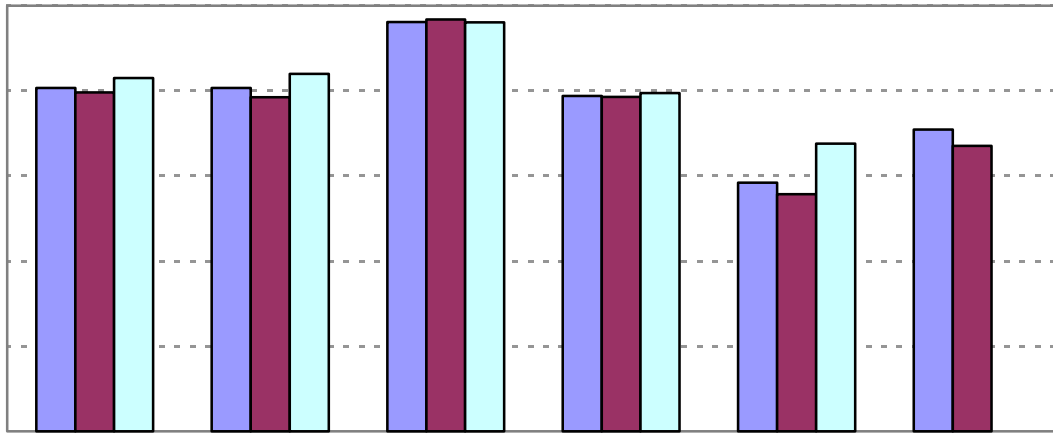
Source: TAKS 2003, PEIMS 2002

Figure 8: AISD TAKS Science 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 5, 10, 11)



Source: TAKS 2003, PEIMS 2002

Figure 9: AISD TAKS Social Studies 2003, Percentages Passing Standard by Student Groups, District, Title I Campuses, and Non-Title I Campuses (Grades 8, 10, 11)



were reported by the state for students who participated in the test over a two-year period, while SDAA writing results were reported for the current year participants only.

Table 6 shows the state-reported, overall percentages of AISD students who met ARD expectations on SDAA mathematics, reading, and writing, comparing all students in the district to those at Title I campuses and at non-Title I campuses. In mathematics, students at Title I campuses performed at slightly higher rates (79%) than did students across the district (78%) and students at non-Title I campuses (75%). The percentages were equal in SDAA reading for all students regardless of campus group. For SDAA writing, students at Title I campuses performed at slightly higher rates (67%) than did students across the district (65%) and students at non-Title I campuses (61%).

Table 6: AISD SDAA 2003 Percentages Meeting ARD Expectations by District, Title I Campuses, and Non-Title I Campuses (Grades 3-8)



Figure 10: Percentages of Students Meeting ARD Expectations for SDAA Mathematics, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003

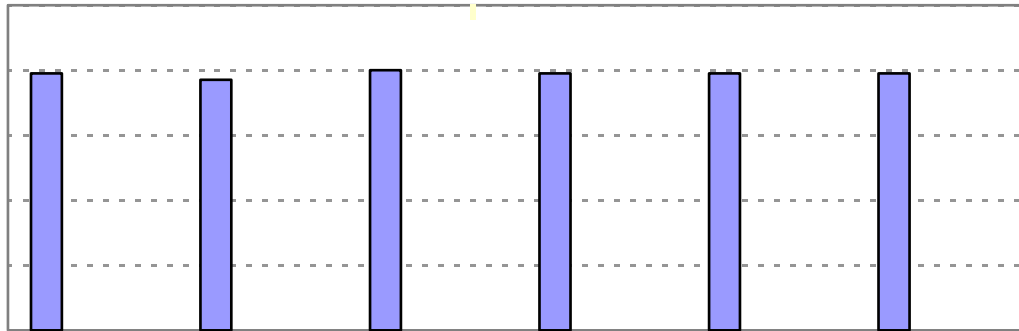
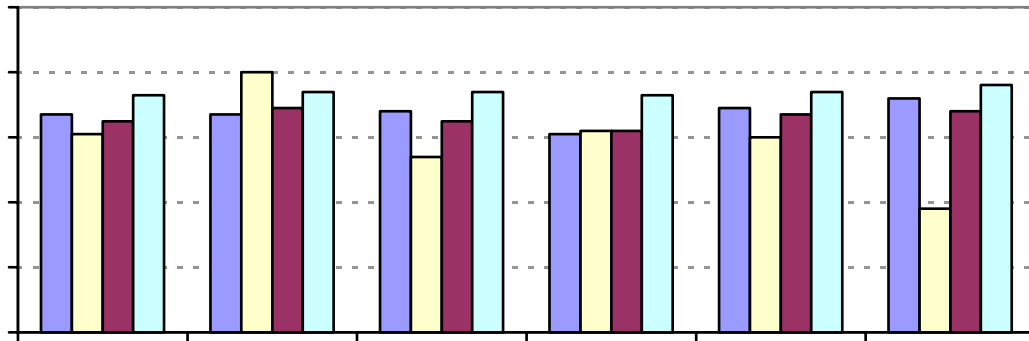


Figure 12: Percentages of Students Meeting ARD Expectations for SDAA Writing, Statewide and Austin ISD, All Students and by Groups (Grades 3-8), 2003 [6767](#)





- ! 11 high schools received the “Needs Improvement” status (5 of which are Title I schools), and 1 high school’s rating was “Status Pending” due to small numbers that need further analysis;
- ! 7 middle schools received the “Needs Improvement” status (6 of which are Title I schools) while 10 middle schools received the “Meets AYP” status that held the condition of “Participation Hold Harmless” (5 of which are Title I schools);
- ! All 74 elementary schools received the “Meets AYP” status that held the condition of “Participation Hold Harmless”; only one elementary school met AYP without such a condition.

See Appendix C for a summary of preliminary AYP status by campus as issued in September 2003. Final AYP determinations for schools and districts are due for release to the public by the Texas Education Agency in November 2003. For those schools that need improvement, a school improvement plan must be developed to provide a blueprint for how the school will improve the entire campus educational program. If a school is evaluated as needing improvement two years in a row and it is a school that received federal Title I funds, then further sanctions will apply (for more information, see [www.tea.state.tx.us/ayp/2003/guide.pdf](http://www.tea.state.tx.us/ayp/2003/guide.pdf)).

## **SUMMARY AND RECOMMENDATIONS**

### **GROWTH IN THE AISD TITLE I POPULATION**

The Title I population in AISD has grown steadily for the past several years as depicted in Figure 13 below. Thus, the school district and its campuses are working with an ever-increasing proportion of the student population that is economically disadvantaged. In addition, the percentages of students who are limited English proficient in AISD increased over the past several years (17.8% in 2000-01 to 20.7% in 2002-03), meaning that there are more students who need support in attaining the ability to speak, write, and read in English.

Figure 13: AISD Title I Student Enrollment and AISD Total Enrollment, 2000-01 to





forwards of unspent funds (up to a 15% limit) for all Title I grant recipients, and the school district has improved in its efficiency at getting funds spent. Yet, for 2002-03, there were approximately \$1.6 million (9%) in Title I Part A funds that were not spent. With the academic challenges facing the district, a more aggressive method should be adopted for monitoring and ensuring funds are spent in the most effective and efficient way to serve children in need of academic support. District staff can examine more closely how funds are used by mid-year, then reallocate funds where needed. Also, where possible, district staff should be encouraged to combine Title I Part A funds with other funds to augment currently effective academic programs and initiatives to assist students and staff.

#### **PROGRAMMATIC EFFORTS TO IMPROVE STUDENT ACHIEVEMENT**

In an effort to meet the district's academic challenge, AISD is offering multiple opportunities for extended learning and course remediation for students. During 2002-03, a number of academic programs, including those funded with Title I Part A funds, were offered during and after school as well as in the summer. These programs, offered to students in grades prekindergarten to 11, provided intensive work in reading, English language arts, mathematics, science, and social studies. Spring programs at elementary schools were offered to help students prepare for state-mandated tests (beginning in grade 3)ered t120.00y.955 90a

## **APPENDICES**

### APPENDIX A: PRIVATE SCHOOLS PARTICIPATING IN THE TITLE I A PROGRAM, 2002-03

Percentages of Private Schools' Student Participants Served by Title I A Funds, by Gender and by Ethnicity, 2002-03

School	Gender		Ethnicity				
	Females	Males	American Indian	Asian or Pacific Islander	African American	Hispanic	White
<b>Abundant Life Learning Center (ALLC)</b>	19	15		1	33		
<b>Ebenezer Child Development Center (ECDC)</b>	39	49	9	3	46	25	5
<b>Greater Calvary Academy (GCA)</b>	18	7			25		
<b>Juan Diego Catholic High School (JDCHS)</b>	8	12				20	
<b>Mt. Sinai Christian Academy (MSCA)</b>	40	32			71	1	
<b>Odyssey School (OS)</b>	2	5				1	6
<b>St. Ignatius Martyr Catholic School (SIMCS)</b>	6	11			1	8	8
<b>St. James Episcopal School (SJES)</b>	9	11		1	10	1	8
<b>St. Mary's Cathedral School (SMCS)</b>	66	48		4	8	50	52

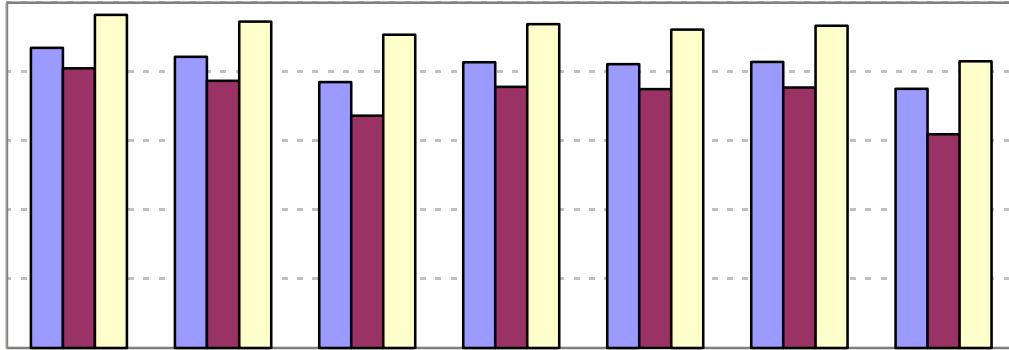
Source: AISD Records, 2002-03





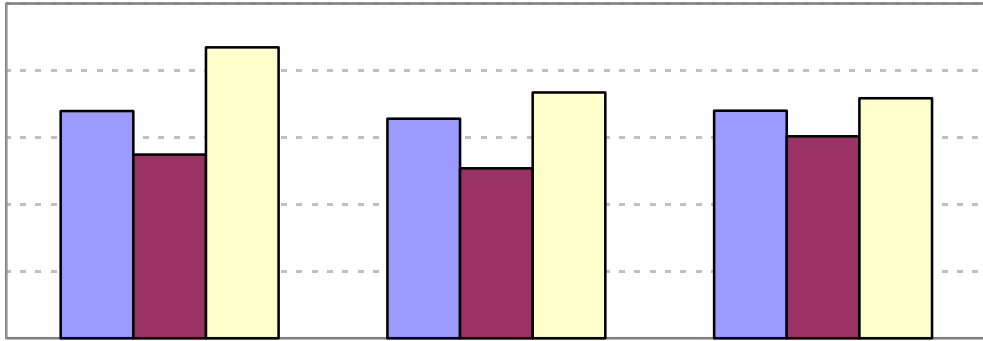
**APPENDIX B: TAKS 2003 RESULTS BY GRADE BY SUBJECT FOR DISTRICT, TITLE I SCHOOLS, AND NON-TITLE I SCHOOLS**

TAKS 2003 Reading by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools [ef3ef6eef4ef9B\\*36\\*](#)





TAKS 2003 Science by Grade for AISD (All Schools), Title I Schools, and Non-Title I Schools -19 m1 854195686 6





**APPENDIX C: PRELIMINARY AYP STATUS FOR AISD CAMPUSES,  
SEPTEMBER 2003**

School Name (School Code)	AYP Status (Preliminary)	Area for Improvement or Participation Hold Harmless (PHH)
Austin HS (002)	Needs Improvement	Mathematics Participation
Johnston HS (003)	Needs Improvement	Reading Performance & Mathematics Participation
Lanier HS (004)	Needs Improvement	Mathematics Participation & Graduation Rate
McCallum HS (005)	Needs Improvement	Mathematics Participation
	Needs Improvement	Reading Performance & Mathematics Participation

**School Nam**

**School Name (School  
Code)**

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- W/wwwww.ns2 256T9137.2223 303.0206 Tm(shington, W)Tj12 0 19w 12 7.2223 303..ington, WOpas





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Joy