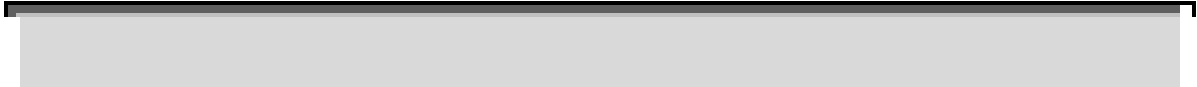


Title I Evaluation, 2003-04



Austin Independent School District
Department of Program Evaluation
October 2004



in the core subject areas in which they are assigned so that they may become classified as highly qualified.

The primary goal of the district and the Title I grant is to assure that all students are successful in making progress in their academic achievement. The goal of state assessments is to measure whether or not 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 2004 state-mandated Texas Assessment of Knowledge and Skills (TAKS) showed 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, 2004 TAKS results showed that a lower percentage of students at AISD Title I schools met the state's TAKS passing standards than did students at AISD non-Title I schools. This trend held true even when passing rates were examined by grade level. However, when examining 2003 TAKS to 2004 TAKS using 2004 passing standards, gains in percentages of student meeting passing standards were noted in all subjects at Title I schools, and non-Title I schools only showed one loss from 2003 to 2004 in mathematics. Thus, improvements have occurred among students at Title I schools that help boost performance districtwide.

When the 2004 TAKS results of student groups were examined, White students tended to have the highest percentages meeting passing standards on TAKS regardless of subject tested or school type (Title I versus non-Title I), while limited English proficient (LEP) students or students receiving special education services tended to have the lowest percentages meeting passing standards on TAKS. However, among LEP students, those at Title I schools tended to have slightly higher percentages meeting passing standards in reading or English language arts than did their counterparts at non-Title I schools. With the minimum passing standards for TAKS increasing in 2004-05 for all students as recommended by the State Board of Education, the district must focus its efforts on supporting gains for all students but especially for those students at Title I schools.

An analysis of the State Developed Alternative Assessment (SDAA), which is designed for students receiving special education services and for whom the TAKS is not appropriate, showed that there were only small percentage point differences between Title I and non-Title I students meeting ARD expectations on SDAA reading. However,

on SDAA writing, there was more variability in the results, and typically the Title I students had higher percentages meeting ARD expectations than did the non-Title I students. For SDAA mathematics, percentage point differences in students meeting ARD expectations were small between Title I and non-Title I groups, with the exception being among White students, who had a 12 percentage-point difference between those at Title I schools (69.3%) and non-Title I schools (81.3%).

An additional area within the Title I grant in which AISD needs to continue to
im

TAKS results as a guide, program interventions for improving students' success at meeting state academic performance standards should focus on mathematics and science, while continuing to support reading and English language arts. Additional steps should be taken to accelerate learning for students who are economically disadvantaged, limited English proficient, receiving special education services, or attending Title I schools.

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 school to determine if the school 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 for each school and the district, district and school informational reports, district and school improvement plans, public news/media channel broadcasting, and web postings.

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 Part A program is collected through the state's Public Education Information Management System (PEIMS). For more information, please review the Texas Education Agency's NCLB website at <http://www.tea.state.tx.us/nclb/proginfo.html>.

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PROGRAM OVERVIEW

TITLE I PART 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 2003-04, AISD was allocated \$19,216,474 (an entitlement of \$17,597,454 and a roll-forward amount from 2002-03 of \$1,619,020) in Title I Part A funds to support students at 67 AISD public schools, 15 participating private schools, and two 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 PART 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 2003-04, AISD provided Title I schoolwide program services to students at 67 schools with 50% or more of the children being economically disadvantaged (hereafter referred to as Title I schools). According to preliminary records submitted to the Texas Education Agency (TEA) as part of the Fall 2003 student data submission (i.e., PEIMS, or Public Education Information Management System), 45,749 AISD students were enrolled at Title I schools as of October 2003. This number represents 57.9% of all AISD students (79,007) enrolled at that time. PEIMS data will be verified and published later by TEA in the Academic Excellence Indicator System (AEIS).

Extended Learning Programs

A total of 59 AISD Title I schools provided extended learning opportunities during the 2003-04 school year. Such opportunities included after-school and summer academic enrichment programs. For instance, five AISD Title I high schools provided extended learning during spring semester of the regular school year for students who needed to recover course credits toward graduation requirements. In addition, using various sources of funding, 50 Title I elementary schools provided extended learning programs for their students during either the spring semester or during the summer. Finally, with various funds, four Title I middle schools hosted summer school sessions for credit recovery or supplemental support. Some examples of programs supported at Title I schools included: bilingual summer school program for prekindergarten and kindergarten students with limited English proficiency; Accelerated Reading Instruction or Accelerated Mathematics Instruction programs for elementary students in grades three to five experiencing difficulties; summer science camp for fourth graders who will take the TAKS science test in fifth grade; and Optional Extended Year Program (elementary schools during the spring, middle schools during the summer). For more information on these programs, see the Reference section of this document that lists relevant report summaries.

AISD tends to have higher percentages of students with limited English proficiency (LEP), immigrant status, and Black or Hispanic ethnicity, as compared to the AISD non-Title I student population. AISD has continued to experience a growth in its Title I student population over the past several years. Using estimates from the district's PEIMS counts, the number (and percentage) of Title I students has grown from 35,641 (45.8% of AISD's population) in school year 2000-01, to 45,749 (57.9%) in school year 2003-04.

Table 2: Education Program Participation by AISD Students at Title I and Non-Title I Schools, 2003-04

	Total Number Enrolled	% Bilingual Education	% English as a Second Language	% Special Education	% Gifted Education
Title I Students	45,749	22.8	9.6	12.6	5.1
Non-Title I Students	33,258	0.9	3.8	11.9	10.0
All AISD Students	79,007	13.6	7.2	12.3	7.2

Source: AISD PEIMS Records, Fall 2003

Homeless Student Support

All students who experience homelessness are eligible to receive Title I services, regardless of the school they attend. A homeless person is defined according to the Stewart B. McKinney Homeless Assistance Act [USC 42 Section 111302 (a)] as an individual lack.4.nts who experience hom

non-Title I schools. These data were provided to the Texas Education Agency as part of the required Title I Part A performance report submitted in August 2004.

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).

AISD's Human Resources staff reported to the Texas Education Agency (TEA) that 4,609 teachers were employed in AISD as of the end of the school year in May 2004. The data in this report included summaries by school of the total number of teachers in core academic subject areas, and of those, the number who were highly qualified in their primary teaching assignment and the number who were not. This report also included information on whether teachers were fully certified or on a permit. For the district, 92.2% of all teachers were highly qualified (e.g., fully certified and teaching in their primary assignment), and 1.9% of AISD teachers had some type of teaching permit (e.g., emergency, one-year non-renewable, one-year temporary classroom assignment, temporary district permit). In Table 3, the data show that Title I schools (91.6%), as compared to non-Title I schools (93.2%) and the district as a whole (92.2%), have a slightly lesser percentage of highly qualified teachers. The percentages of teachers with emergency or district teaching permits are slightly greater at Title I schools than at non-Title I schools, but the percentages of non-renewable or temporary classroom assignment permits were less at Title I schools than at non-Title I schools.

Table 3: AISD Highly Qualified Teacher Report Summary to TEA, Regarding Certification or Permit Status, as of May 2004

	Total Number of Teachers	% Highly Qualified (Fully Certified)	% Not Highly Qualified	% With Emergency Permit	% With Non-Renewable Permit	% With Temporary Classroom Assignment Permit	% With District Teaching Permit
Title I Schools	2,798	91.6%	8.4%	1.6%	0%	0%	0.4%
Non-Title I Schools	1,811	93.2%	6.8%	1.1%	0.1%	0.2%	0.3%
All Schools	4,609	92.2%	7.8%	1.4%	0.04%	0.1%	0.3%

Source: AISD Human Resources Records, 2004; TEA Highly Qualified Teachers Program Compliance/Performance Reports, 2004

To examine years of teaching experience among AISD teaching staff, an analysis 9

Table 5: Percentages of Years of Teaching Experience Among AISD Teachers by Title I Schools, Non-Title I Schools, and All Schools, 2003-04

	% No Prior Teaching Experience	% 1-5 Years Teaching Experience	% 6-10 Years Teaching Experience	% 11-20 Years Teaching Experience	% 20 + Years Teaching Experience
--	--------------------------------	---------------------------------	----------------------------------	-----------------------------------	----------------------------------

instruction, and professional development. Of 635 surveys sent, 520 (82%) were returned, and approximately 489 (77%) were valid for analysis. Appendix A includes the questions and summary of responses. Teachers were asked how fam

Teachers at secondary Title I schools, compared to teachers at other schools, had the highest response indicating a somewhat or very negative effect of TEKS on student learning (14.5%);

Teachers at elementary Title I schools, compared to teachers at other schools, had the highest response indicating a somewhat or very negative effect of district curriculum matrices and IPGs on student learning (16.7%).

Teachers were asked to describe the extent to which professional development they had received in the past two years had a positive impact on their classroom instruction. Most respondents indicated that their professional development had a moderate (39.5%) or great (35.7%) impact on their classroom instruction. For those who responded that professional development had no impact on their classroom instruction (4.2%), or that they had not received any professional development in the past two years (2.1%), most were teachers at secondary non-Title I schools (see Appendix A for details).

Paraprofessionals

Another TEA reporting requirement for school districts included documenting the numbers of paraprofessional staff employed in the district at Title I schools who provide instructional or non-instructional support, and the levels of education or state/local certification of these staff. Paraprofessional staff who provide instructional support in core academic subject areas (e.g., reading, mathematics, science, social studies, etc.) are defined by TEA 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, AISD reported 425 such staff for 2003-04 to TEA. Of these staff, 126 had at least an Associate's degree or higher, 47 had completed two years of study at an institution of higher education, and 252 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. Thus, state and federal certification requirements for paraprofessionals (due to be met by 2005) have been met in AISD in 2003-04.

There were 1,531 paraprofessionals without instructional support duties who were employed in the district at Title I schools during 2003-04, and this number also was reported to TEA. These staff included secretaries, clerks, cafeteria monitors, parental liaisons, and others.

PRIVATE SCHOOL S

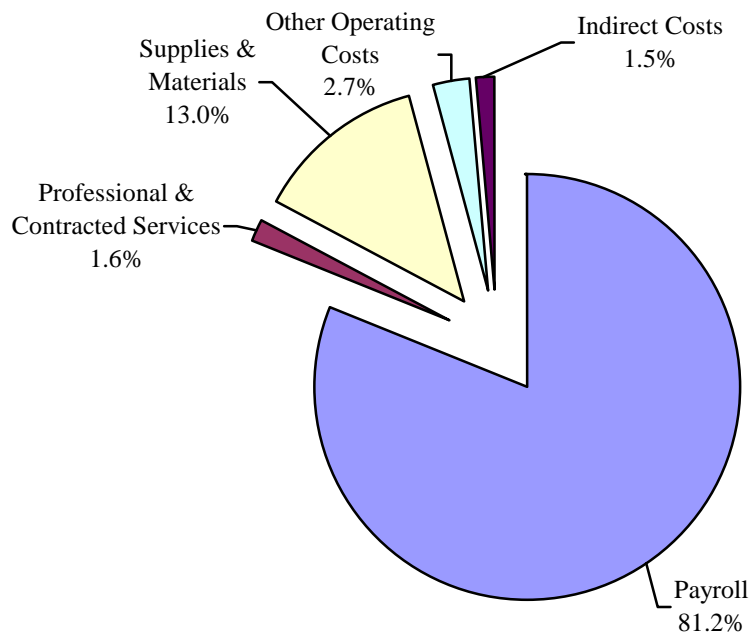
hosting a parent meeting where the Title I schoolwide program and plan for that school is reviewed.

One method used by the district to obtain input from all AISD parents (regardless of whether their children attended a Title I or non-Title I school), pursuant to Board policy on stakeholder treatment, was through the administration of a district parent survey during spring 2004. The surveys were distributed to 106 schools where the surveys were then redistributed to parents. The survey addressed a variety of topics having to do with how parents perceive that school staff treat them and their students, whether they have been receiving adequate information from school staff about their students' academic progress, and other important issues. (For more information, see policy at http://www.austin.isd.tenet.edu/about/docs/policy_2004_ALL_EL_Policies_as_approved_by_Board.pdf. More information on the results of this survey can be found in a separate publication that is listed in the Reference section of this report.)

The Title I Part A grant requires that funds be set aside to support parent involvement activities if a school district receives a total allocation above \$500,000. For 2003-04, AISD allocated approximately \$659,705 in Title I Part A funds for parent involvement support and spent approximately 84% of that amount at the time of this report. About 23% (\$105,990) of the funds provided support for parent involvement districtwide, while approximately 81% (\$447,709) supported parent involvement directly at Title I schools. Expenditures included staff salaries, contracted services, reading materials, supplies, employee travel, refreshments, 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 parent support specialists, coordinated district parent involvement activities, served on district and school advisory councils, disseminated parent involvement materials to all schools, and provided other support services to schools as requested. Of the many activities at Title I schools that support parent involvement, the promotion of family literacy is a critical goal for Title I programs. Based on data reported from 51 AISD schools, family literacy activities (such as classes to promote English language acquisition among parents of Title I students, and family literacy nights) included 8,056 family member participants (duplicated count) during 2003-04. These classes often met monthly. More detailed information on the

The unspent funds tended to be from the salaries of unfilled staff positions, and funds set aside but not used for school choice, professional services, and supplies and materials. One big contributor to unspent funds was the late notification in March 2004 by TEA to AISD of more than a \$2 million additional Title I Part A allocation. Since the grant deadline for spending funds was June 2004, the district had virtually no time to plan and spend funds. Due to late notification, AISD will be requesting a waiver for those funds to roll forward to the 2004-05 year.

Figure 2: AISD Title I Part A Expenditures by Category, 2003-04



Source: AISD Finance and State/Federal Accountability Records, 2003-04

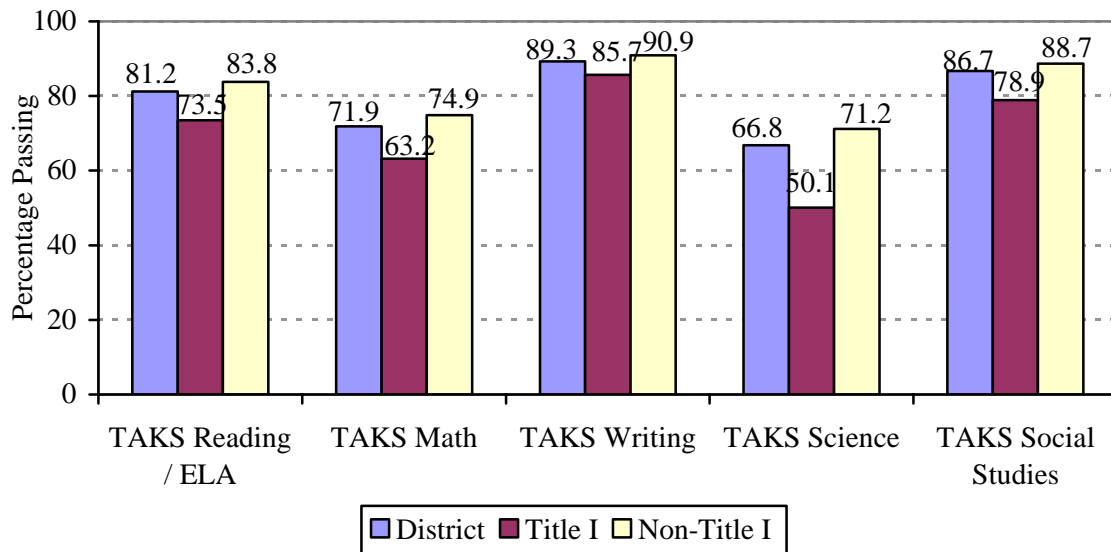
STUDENT ACHIEVEMENT

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). TAKS tests are administered

schools as a group had lower percentages meeting the TAKS passing standards than did students at non-Title I schools or students across the district. The largest differences in passing rates between students at Title I schools and non-Title I schools were on TAKS science (21.1 percentage points) and mathematics (11.7 percentage points), and the smallest difference was on TAKS writing (5.2 percentage points). See Appendix C for more TAKS data.

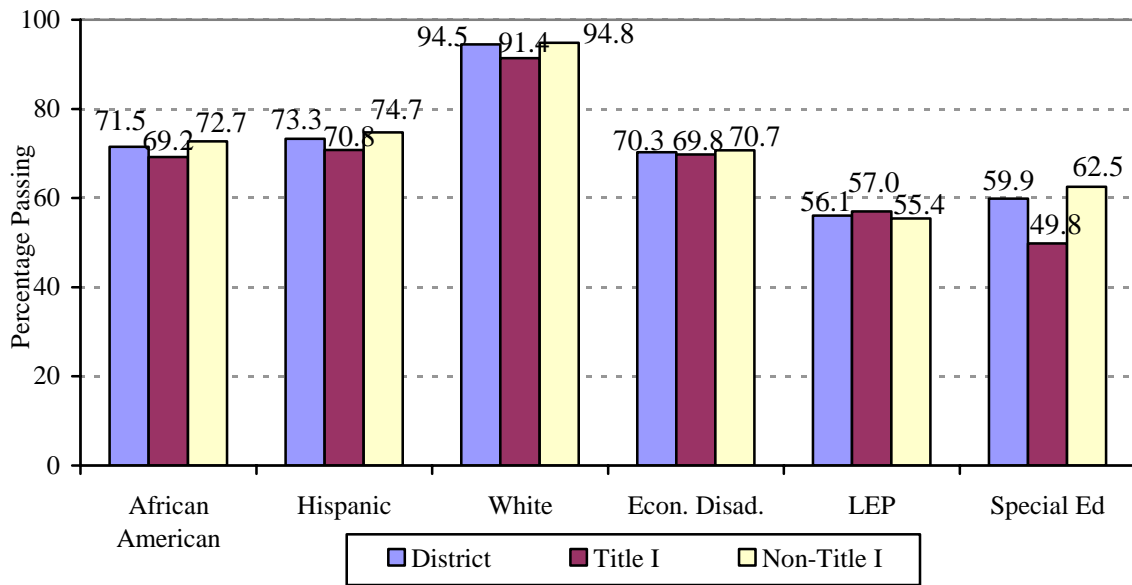
Figure 3: Percentage of AISD Students Meeting TAKS 2004 Passing Standard in Each Subject by District, Title I Schools, and Non-Title I Schools (Grades 3-11)



Notes: ELA = English Language Arts. TAKS grade 3 Reading data include results from March and April administrations while the other test data include April administration results.
Source: AISD 2003-04 PEIMS and 2004 TAKS

Figures 4 - 8 show percentages of AISD students meeting the passing standard on TAKS by subject and by student group with comparisons made among students at Title I schools, non-Title I schools, and all schools (district). As shown in Figure 4, most Title I student groups had slightly lower percentages meeting the passing standard in reading or English language arts (ELA) than did non-Title I student groups or all AISD student groups. One exception was for limited English proficient (LEP) students at Title I schools, who more often met the reading/ELA passing standard (57.0%), than did LEP students at non-Title I schools (55.4%) or across the district (56.1%).

Figure 4: AISD TAKS Reading/ELA 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 3-11)



Notes: ELA = English Language Arts. TAKS grade 3 Reading data include results from March and April administrations. All other test data include April admi

Figure 6: AISD TAKS Writing 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 4, 7)

Figure 8: AISD TAKS Social Studies 2004, Percentages of Students Meeting Passing Standard by Student Groups, District, Title I Schools, and Non-Title I Schools (Grades 8, 10, 11)

Figure 9: AISD SDAA Reading 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools

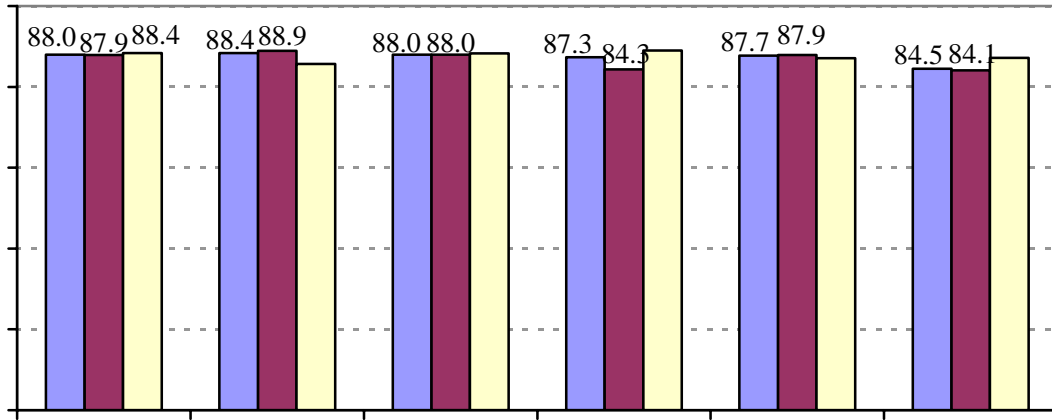
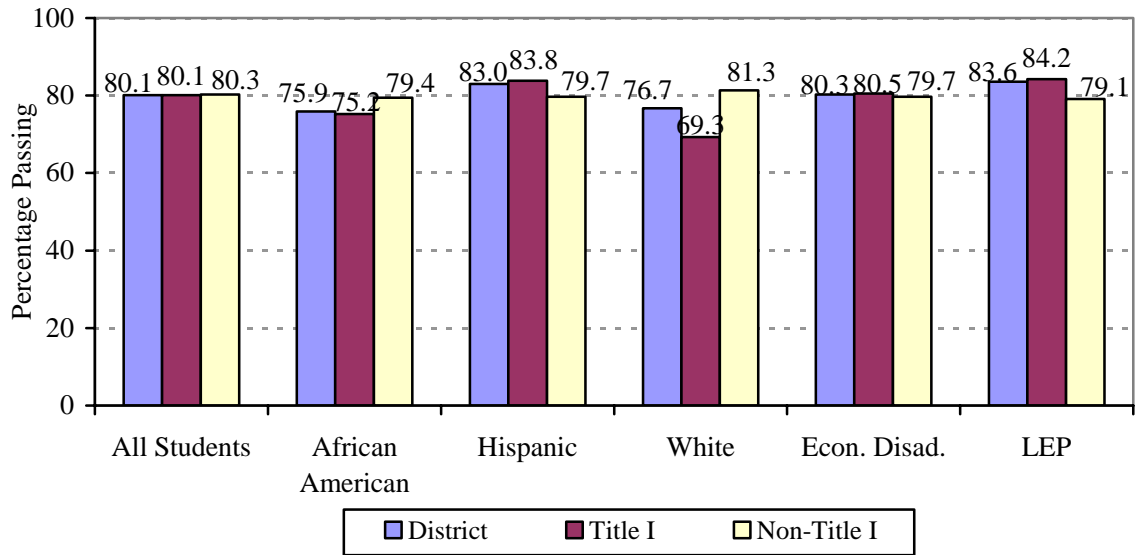


Figure 11: AISD SDAA Mathematics 2004, Percentages of Students Meeting ARD Expectations, All Students and Student Groups (Grades 3-8), by District, Title I Schools, and Non-Title I Schools

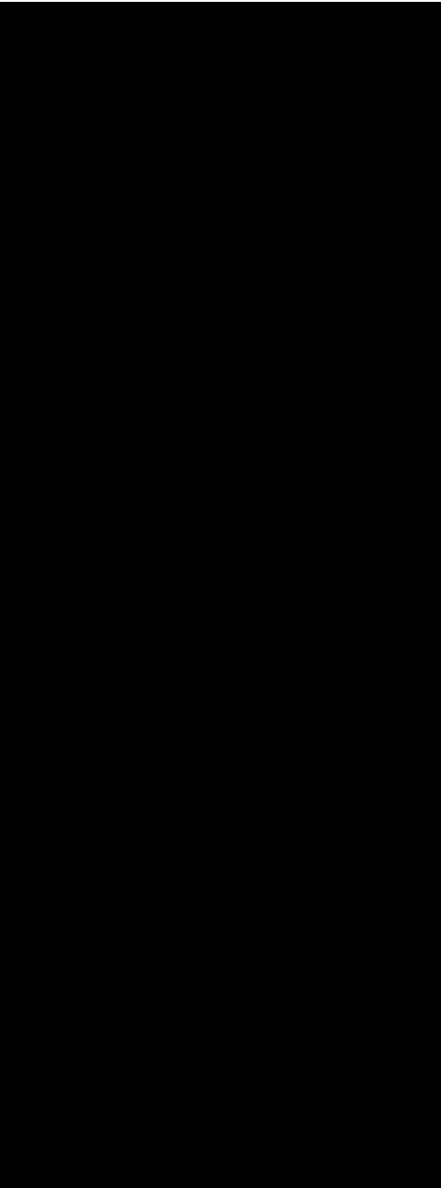


Source: SDAA 2004

ADEQUATE Y

event of continued failure to make AYP, then further sanctions will apply (for more information, see the following online at <http://www.tea.state.tx.us/ayp/2004/>).

SUMMARY AND RECOMMENDATIONS



On TAKS mathematics, the percentages of students meeting passing standards were similar for Title I and non-Title I student groups. In fact, Title I students who were either economically disadvantaged or LEP had slightly higher percentages meeting passing standards than did their counterparts at non-Title I schools.

On TAKS writing (grades 4 and 7), there were only small percentage point differences between Title I student groups and non-Title I student groups meeting passing standards. However, the percentage of Title I students receiving special education services who met the passing standard for TAKS writing was seven percentage points less than that of their non-Title I counterparts.

On TAKS science, where all Title I student groups had lower percentages meeting passing standards, the largest differences could be seen with students receiving special education services at Title I schools. Their passing rate was 13.7 percentage points less than the passing rate for similar students at non-Title I schools. In addition, Hispanic students at Title I schools had a passing rate that was 9.5 percentage points less on science than that of their counterparts at non-Title I schools.

On TAKS social studies, where all Title I student groups had lower percentages meeting passing standards, both students receiving special education services and Hispanic students at Title I schools met the passing standard on the test less often than their counterparts at non-Title I schools.

When comparing 2003 TAKS to 2004 TAKS using the 1 SEM passing standard, percentage point gains were noted for Title I schools in all subjects tested, and only one loss was found for non-Title I schools in mathematics. Thus, improvements in student performance have been realized in the district's Title I schools. For the next several years, one of the major priorities for the school district needs to be finding ways to boost student performance on TAKS at all schools, particularly Title I schools, with a focus on those students who are identified early as needing extra academic assistance to advance. Performance at grades five through ten, especially in reading, mathematics, and science, are the areas where students' passing rates seem to have the most room for improvement.

Due to the phase-in process set up by the State Board of Education, the passing standard on TAKS will increase in spring 2005 so that students will have to perform at higher levels to meet the passing standards of these tests. Due to the state's Student Success Initiative, in 2004-05, fifth graders will have to pass both reading and mathematics in order to be prom

APPENDICES

APPENDIX A: EMPLOYEE COORDINATED SURVEY 2004, QUESTIONS AND RESPONSES OF TEACHERS

Indicate how familiar you are with state curriculum content standards (TEKS) in the area in which you provide instruction.				
Teacher Respondents by Level and School Type	% Not Familiar	% Little Familiar	% Moderately Familiar	% Very Familiar
Elementary Title I (n=88)	1.1	4.6	23.9	70.5
Elementary Non-Title I (n=30)	0	5.8	17.4	76.8
Secondary Title I (n=163)	0.6	1.8	15.3	82.2
Secondary Non-Title I (n=169)	0.6	2.4	21.3	75.7
All Teachers (n=489)	0.6	3.1	19.2	77.1

Indicate the effect that the state curriculum content standards (TEKS) have on student learning.					
Teacher Respondents by Level and School Type	% Very Negative Effect	% Somewhat Negative Effect	% No Effect or Don't Know	% Somewhat Positive Effect	% Very Positive Effect
Elementary Title I (n=88)	0	4.6	9.1	47.7	38.6
Elementary Non-Title I (n=67)	0	2.9	13.4	40.3	43.3
Secondary Title I (n=166)	0.6	13.9	14.5	45.2	25.3
Secondary Non-Title I (n=167)	1.2	8.9	19.2	44.3	26.3
All Teachers (n=487)	0.6	9.0	15.0	44.8	30.6

Indicate how familiar you are with the district's curriculum frameworks (matrices) and instructional planning guides (IPGs) in which you provide instruction.				
Teacher Respondents by Level and School Type	% Not Familiar	% Little Familiar	% Moderately Familiar	% Very Familiar
Elementary Title I (n=83)	3.6	4.8	31.3	59.0
Elementary Non-Title I (n=66)	1.5	4.5	28.8	62.1
Secondary Title I (n=161)	3.7	9.9	28.6	57.1
Secondary Non-Title I (n=166)	6.0	9.6	28.3	56.0
All Teachers (n=472)	4.2	8.3	29.2	58.3

Indicate the effect that the district's curriculum frameworks (matrices) and instructional planning guides (IPGs) have on student learning.

**Teacher Respondents
by Level and School
Type**

% Very
Negative
Effect

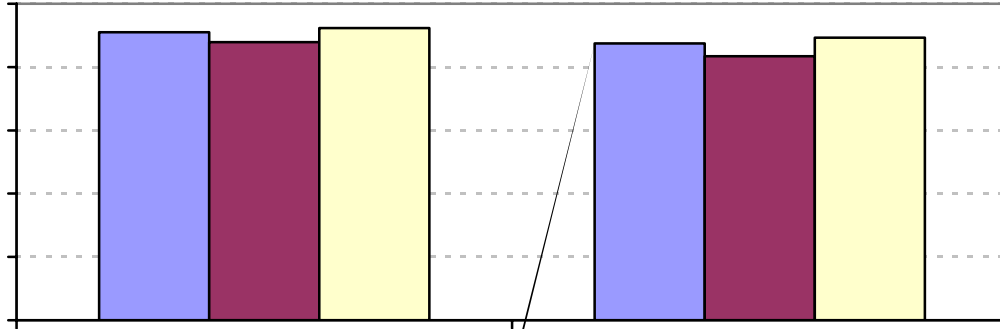
APPENDIX B: PRIVATE SCHOOL STUDENT PARTICIPATION IN TITLE I PART A PROGRAM SERVICES, 2003-04

Numbers of Private Schools' Students Served by Title I Part A Funds, by Gender, Ethnicity, and Grade Level, 2003-04

		Totals
Gender		
	Females	

**APPENDIX C: TAKS 2004 RESULTS BY GRADE BY SUBJECT FOR DISTRICT,
TITLE I SCHOOLS, AND N**

Percentages of AISD Students Meeting TAKS 2004 Writing Passing Standards by Grade for All AISD Schools, Title I Schools, and Non-Title I Schools 8599W n881.85998359W2592468.35470



Percentages of AISD Students Meeting TAKS 2004 Social Studies Passing Standards by Grade
for All AISD Schools, Title I Schools, and Non-Title I Schools



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