



Austin Independent School District
Department of Program Evaluation

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**TITLE I, PART A SUMMARY REPORT:
2006–2007**

The Title I, Part A program provides federal funds to state and local education agencies

TITLE I STUDENTS AND STAFF

STUDENTS

According to district student records submitted to TEA, the number of AISD Title I students has increased gradually over the past 5 years, from 35,641 in 2000 to 48,279 in 2006. Title I students represented 59% of the total AISD student population of 82,140 in 2006. AISD Title I schools tend to have higher percentages of African American (16%) and Hispanic (73%) students than do AISD non-Title I schools (8% and 34%, respectively). In addition, Title I schools tend to serve higher percentages of students who are at risk (64%) and have limited English proficiency (37%) than do non-Title I schools (38% and 8%, respectively).

Title I support services were provided to 1,697 homeless students during the 2006–2007 school year. Title I funds also were used to provide services to 172 students at participating private schools and to 16 students at participating facilities for neglected youth, all within the AISD attendance zone.

STAFF

NCLB requires school districts to have a plan for all teachers in core academic subject areas (e.g., reading or English language arts, mathematics, science, social studies) to become highly qualified. In NCLB, “highly qualified” essentially means that teachers who teach in any core subject area must have a bachelor’s degree or full state certification in that subject area. Between 2002–2003 and 2006–2007, the percentage of AISD teachers who are highly qualified has increased. According to district and state records, at the end of 2006–2007, 99.8% of regular education teachers and 99.4% of special education

teachers were highly qualified. No difference existed between the percentages of highly qualified regular education teachers at AISD Title I schools and non-Title I schools. The percentage of highly qualified special education teachers was 100% at non-Title I schools and 99% at Title I schools. Another requirement for all Texas public school teachers is that they complete annual professional development activities, and district records show that all AISD teachers completed some type of professional development activity in the past year.

NCLB also requires that all paraprofessionals providing instructional support for core academic subject areas in schools be highly qualified. For 2006–2007, AISD reported that 441 paraprofessional staff provided instructional support at Title I schools, and all were qualified to do so (e.g., had a higher education degree, passed a rigorous state or local exam).

STUDENT ACADEMIC ACHIEVEMENT

Texas public schools are required by law to assess students’ skills in reading or English language arts, mathematics, writing, science, and social studies. This report reviews AISD’s results for the Texas Assessment of Knowledge and Skills (TAKS). These tests, based on the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), are administered to Texas public school students in grades 3 through 11 in the following subject areas: reading (grades 3 through 9); English language arts (grades 10 and 11); writing (grades 4 and 7); mathematics (grades 3 through 11); science (grades 5, 10, and 11); and social studies (grades 8, 10, and 11). AISD results are reported in Table 1.

Table 1: Percentages of AISD Students Meeting TAKS Passing Standards, by Subject, for Title I Schools, Non-Title I Schools, and All Schools, 2006 and 2007

TAKS Subject by School Group	Percentage Passing TAKS 2006	Percentage Passing TAKS 2007	Percentage Point Change from 2006 to 2007
Reading or English Language Arts	71.2	79.2	8.0

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

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DIVISION OF ACCOUNTABILITY

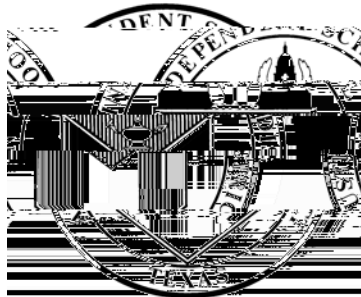
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